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ABSTRACT

Materials contained in the 16 volumes that make up the Rural America Series suggest practices through which rural schools can meet local community needs and realize their potential for career program delivery. This handbook for rural school counselors, one of five in subset C of the series, provides a basic rationale for career counseling and a program for its accomplishment in rural school systems. Both content and process for delivering individual counseling to each student are covered with focus on ongoing services the rural counselor can provide programmatically, starting with a goal statement and discussing how each of the guidance services interrelate. The following services are discussed in detail, including case examples and other materials: Individual inventory service, counseling interview service, information service, coordination and referral service, and evaluation and followup service. The career counseling component described also accounts for the time and resource constraints which the rural counselor faces. Appendixes contain review of constructs important in testing for guidance, criteria for classifying occupations, an occupational checklist, and occupational decisionmaking guidelines. (TA)

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RESEARCH AND DEVELOPMENT 118 C1

CAREER COUNSELING

IN THE RURAL SCHOOL

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CAREER GUIDANCE, COUNSELING, PLACEMENT, AND FOLLOW-THROUGH PROGRAM FOR RURAL (SMALL) SCHOOLS

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FOREWORD

The professional staff of a rural high school expects to see half their crop of seniors leave the community within a short period of time following graduation. Some will pursue a career pathway leading to further education and training, others will seek job opportunities in surrounding centers of population. This publication is designed to give counselors and professional staff assistance in preparing youth in the self-sufficiency they will need whether they venture forth or remain in the community.

Career Counseling in the Rural School provides a basic rationale for career counseling and a down-to-earth program for its accomplishment in rural school systems. For years counseling and guidance programs in high schools were guilty of serving only a small percentage of students while neglecting the large majority who somehow managed on their own. More recently systems approaches have remedied this problem by making vocational information available to all students. Career counseling carries the process a step farther by making sure that individual needs of each student are met.

In this developmental career counseling program, the counselor plans goals with each student, but utilizes the help of others in several ways. Help from staff and parents is used in preparing for the counseling session; help is used again in determining strategies; and help is also used in assisting students to work toward their goals. The focus of the counseling program is proactive, developmental, and cooperative, and its success depends largely on promoting normal development of students by careful, positive programming.

This program is designed for rural community schools and assumes the contact and interaction of school staff and youth which is a normal part of life in small communities. Thus, the program makes the most of one of the greatest assets of small town and country life.

Five specific sections of practical service by counselors to students are included in the career counseling program. The goal for each is the development of the student toward ultimate maturity in achieving developmental tasks and capability in decision-making, coping, and self-understanding.

Acknowledgement is due the authors, particularly John D. Hartz, in providing a publication which should prove valuable to administrators and school policy makers as well as to the counseling staff. It presents an ideal concept for guidance of youth toward which rural high school schools can work with cooperation of home and school for the benefit of all students.

Merle E. Strong, Director
Wisconsin Vocational Studies Center

PREFACE

The following quote from Gordon Allport introduces the governing theme for the preparation of this book.

> We study the human person most fully when we take him as an individual. He is more than a bundle of habits, more than a point of intersection of abstract dimensions. He is more than a representative of his species, more than a citizen of the state, more than an incident in the movements of mankind. He transcends them all. The individual, striving ever for integrity and fulfillment, has existed under all forms of social life—forms as varied as the nomadic and feudal, capitalist and communist. No society holds together for long without the respect man shows to man. The individual today struggles on even under oppression, always hoping and planning for a more perfect democracy where the dignity and growth of each personality will be prized above all else.

The uniqueness, complexity and preciousness of the individual and how the counselor serves to promote and preserve the same are stressed throughout this work.

This book is directed at practicing rural school counselors. Counselors in other school settings may find the discussions relevant, since many of the principles commonly apply, but the rural setting presents opportunities and restrictions which make counseling a special challenge. Hopefully, the discussions and techniques presented herein will make the task more manageable and stimulating.

The authors are school people. Both have worked as teachers and school counselors in rural settings. Both realize the reality of school circumstance often makes wholesale implementation of any program difficult. However, we do hope and believe that utilization of techniques and procedures described will assist counselors in helping young people come of age in an increasingly complex and bewildering world.

Madison, Wisconsin — J.D.H.
December 1976 — S.J.K.

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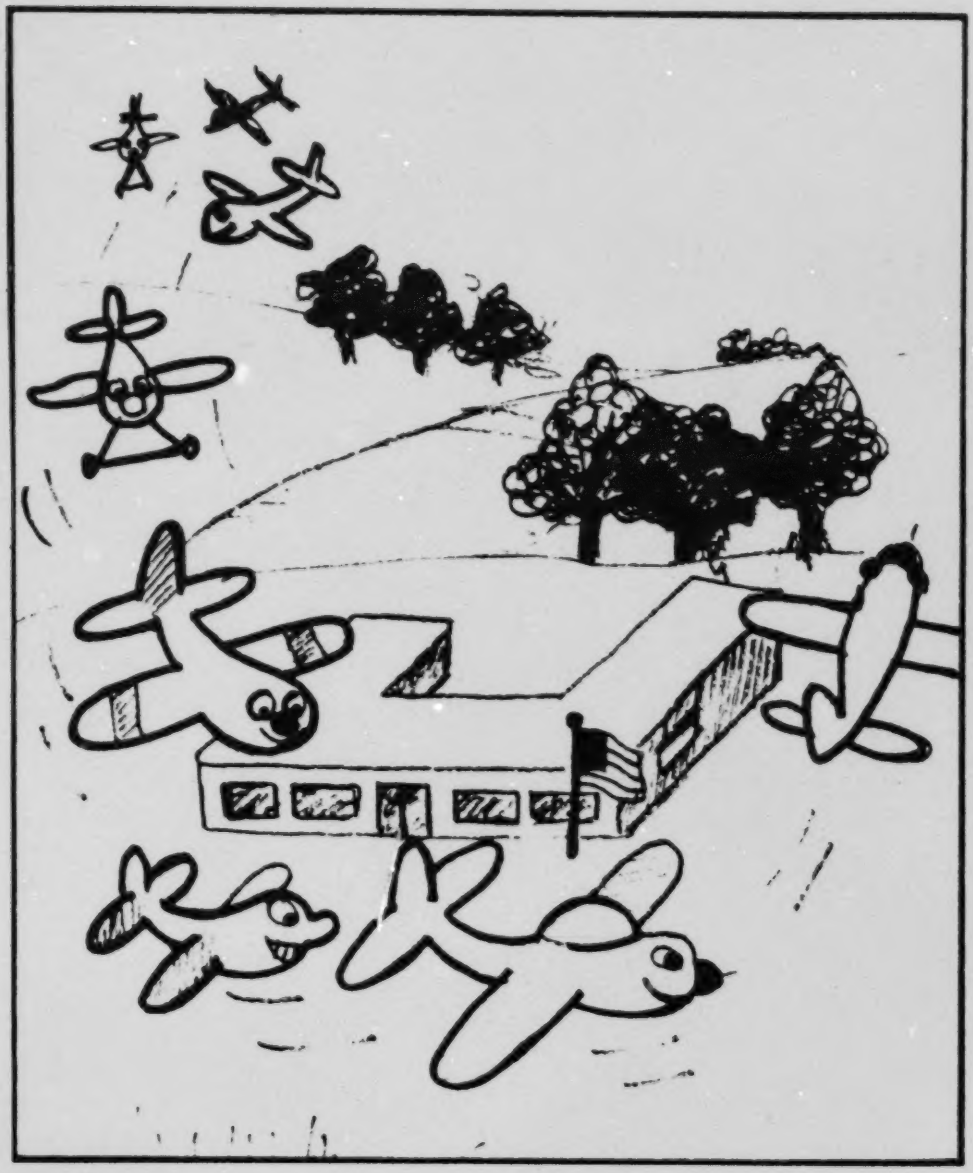

Emerson said, "Hitch your wagon to a star." Rural youth should have the opportunity to soar to whatever heights they can attain. Perhaps career counseling will provide the first vehicle, the first pair of wings, in helping them take flight.

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CHAPTER I

CAREER COUNSELING AND THE COUNSELOR

"Mirror, mirror, on the wall, who's the most sensitive, open, student-centered, and innovative counselor of all?"

CHAPTER I

CAREER COUNSELING AND THE COUNSELOR

Background and Introduction

A Changing Milieu

Today, as never before, we live in a tightly wired world. The results of wars, plagues and pestilence radiate instantaneously around the globe. We have seen the horrors of Vietnam, the assassinations of the Kennedys and Martin Luther King, and the crimes of Watergate in living color in our sitting rooms either as they occurred or in near instantaneous replay. We have watched man play golf on the moon. Citizens of rural Wisconsin have seen the polluting of rivers in Cleveland, and black citizens in Detroit have watched withered crops from droughts in the Great Plains. Orange County Californians have seen the bombed out ruins of Sterling Hall in Madison, Wisconsin, and Chicanos in California have seen brutality by Chicago policeman. All of this has been brought to us by television during the past ten years. Marshall McLuhan (1965) in *Understanding Media* has articulately set forth the proposition that this one technological innovation is having a synergistic impact on man—that it has shaped, and will continue to shape American culture. No longer are rural youth "country bumpkins" uninformed about the wiles of "city slickers" and ways of city life.

Another technological innovation born in the fifties and just reaching adolescence during the sixties has perhaps had an even more profound impact on our culture. That innovation is the computer. While yet in its infancy, the computer has been utilized not only to have us numbered, filed, and mail ordered, but to change our relations to space, time, and patterns of work. At a more subtle level, use of the computer has even changed our language. We now give "feedback" in "loops." We talk of ourselves as being "programmed" and "cybernatisized." Our advice is "input," our behavior is "output." We take "systems" approaches to the world and to ourselves. So profound is the potential of this one innovation that it has been viewed as leading us into, and perhaps beyond, the threshold of a new age transcending in importance that of the Industrial Revolution. If the prophecies of men such as William A. Williams (1967) are correct, the computer will bring in a new age in which work, at least as we know it, will become obsolete. The seeds of this age have already been planted. Workers are already experiencing the technological unemployment of cybernation and automation.

The computer and television both proliferate in context with other technologies and help create other technologies. Without the computer, space travel and the lunar module would have been impossible. Without television, few would have believed or perceived the consequences. Related technological innovations and their concomitant changes abound, and it is the abundance of change that at least one writer views as being a most critical problem in man's psychological growth and development. Alvin Toffler (1970) purports that accelerating change, by sheer numbers, aside from the types of change, creates psychological shock waves which alter society and affect individual psychic make-up.

Student Needs

Youth emerging into adulthood in such a changing world need assistance in coping with both the changes which have occurred and those changes new technologies will bring. Technology has created and will continue to create a fluid and ever changing job market. This changing market mandates more frequent job and occupational changes. It also mandates increased mobility. No longer can young people be trained for a particular occupation nor be helped in making a single vocational choice. Instead, they need adaptable vocational and academic skills along with skills in the process of choosing. Moreover, because mobility and its concomitant uprooting create loneliness, they need refined skills in meeting and relating to others.

The School's Mission

The school is charged with preparing young people both for the complexities of today and those they will meet tomorrow. This is an awesome task. To meet it adequately, educators need both a conception of ultimate growth and development and a perspective on changing developmental tasks. This requires that educators pay heed to the cultural context and trends, and adapt, adopt, and create new programs consistent with the observed needs of today and the projected needs of tomorrow. In essence, educators must be idealistic in conceptualization, practical in awareness of the tasks to be surmounted and creative in program development.

The Guidance Mission

Each of the various services within the school, including guidance, instruction and administration has shared responsibility in the preparatory mission of the school. Each service functions in separate but complementary way and each has a somewhat different focus. Administrators are charged with organizing staff and resources so that the other services can implement programs consistent with the school's mission. Instructional staff are charged with assisting students in acquiring knowledge of the world around them and in acquiring skills to manipulate that environment. Guidance staff are charged with assisting students in personally integrating and in acquiring the personal skills needed to direct their lives. These personal process skills include self-understanding, decision-making, and coping.

While it is true that teachers have concerns about the student's individual needs and about the subject matter of decision-making; problem solving, and self-understanding, they have a primary responsibility to help students achieve competency in basic skills and a command of fundamental knowledge. The counseling task is different. Personal decision-making, self-understanding and personal problem solving *are* the subject matter of counseling.

Just as instructional staff must implement their services programmatically, so too should guidance staff. However, because of the personal nature of its subject matter, the functioning of a guidance program is different from that of the instructional program.

First, if we accept the fact that each individual is unique, complex, and diverse, then the subject matter for counseling and guidance is unique, complex, and diverse. Each individual, in trying to understand himself/herself as a unique unit of subject matter, has personal decisions to make and personal problems to solve. Group delivery approaches are not suited to the teaching-learning needs of this subject matter.

Second, the best teaching-learning modality is the one-to-one approach. The philosopher on the log tutoring the acolyte in the wisdom of the ages is the instructional ideal. Of the school's services, only counseling is afforded the opportunity to operate in this manner. Economic necessity has made group learning mandatory, but group instruction is not satisfactory for the subject matter of counseling. This is true not only because of the uniqueness of it as it pertains to each student, but also because of the importance of it. Not remembering how to solve for "x" will have no major impact on later life. However, failure to make a good decision about the career pathways to be followed can influence the rest of a student's life adversely.

Third, the tasks of teaching and learning in the guidance area are complex because it is a uniquely human transaction. The counselor must understand the student and his/her needs. She/he must then give back this knowledge to the student so that she/he shares the understanding. Similar complexities exist in personal problem solving and decision-making.

Compounding the complexity of the subject matter are the time and resource limitations which counselors typically face. Given these limitations, other people have to be used in a programmatic fashion if counseling is to achieve its ends. Thus, counseling has to be a cooperative venture in service to the individual.

The best expression of the cooperative nature of this venture is provided by John Rothney (1974), in words which the counselor would use to address the individual:

> We will be working with you, your parents, your teachers over a number of years to see if we can help you to understand yourself better than you otherwise might, so that when you have to make important decisions you will be better prepare to do so.

This definition incorporates a number of assumptions. First, it is based on the belief that counseling must be cooperative. Second, it indicates that counseling is a longitudinal, not a short-term affair. Third, it includes follow-through. Fourth, it addresses total development, not remediation. Furthermore, this definition takes into account the uniqueness, complexity and diversity of the individual as well as recognition of the difficulty and complexity of the counseling task.

Two facets in this definition require further clarification, the developmental focus and the cooperative nature of the counseling task.

Too often, those espousing a developmental focus zero in only on its preventative nature. However, prevention of mental illness or mental problems is not enough. The guidance program must be proactively focused. In other words, the primary aim must be in *promoting* healthy positive growth and development.

Development is a dynamic process in which the individual learns to face problems, to define goals for self to chage goals in light of new data, to determine how to achieve goals, and to change his/her own behavior. The individual manifesting healthy growth and development learns to be responsible, to be aware of the needs of others, and to accept the consequences of his/her own behavior. Healthy development includes learning how to enjoy leisure as well as work, to accept self and others, to feel empathy for others, to accept the feelings of others toward self and to work cooperatively with others.

To proactively facilitate development, the counselor works not only to help the individual change but to help the institution change to meet needs of individuals. Institutions must serve the

needs of individuals. Thus, the work of the developmentally focused counselor should be evaluated not only on its impact on people but also on its impact on the institution.

In as much as an effective guidance program has an impact on all phases of the student's life, counselors must solicit cooperation from many people. Each group with whom the counselor works on behalf of the individual sees and interacts with the student in a different situation and may perceive the same behavior differently. Teachers see how the individual responds to the classroom situation and how that individual relates to peers within the classroom and to adults and authority figures. Parents see how the individual relates to them, to peers, to brothers, to sisters and how the individual accepts responsibility at home and outside of school. The counselor needs to solicit these perceptions and combine them with the individual's own personal perceptions of self. The counselor also secures special information through inventory procedures. The sum total of this combined data can be used to help others involved with the individuals to understand that person better and to serve his/her needs better. This information can be used to determine how to reinforce, modify, or change behaviors. It can also be used to help teachers and parents aid the accomplishment of developmental tasks and promote healthy social, emotional, and intellectual growth.

Individual Inventory Service – This service consists of the programmatic techniques through which the counselor attempts to obtain relevant developmental information about individual students. This information is gathered to assist the counselor and others gain a better understanding of individual students. It often serves as a prelude to the counseling interview service. In the following pages a chapter is devoted to the "Individual Inventory Service." The various inventory techniques such as testing, behavioral description, sociometric devices, autobiographical essays and so on are reviewed and explained. In addition, recommendations are made for usability in light of a developmental orientation and the typical time and resource constraints counselors encounter.

Counseling Interview Service – Within this framework the counseling interview service is presented as the one-to-one, face-to-face interaction between the counselor and the counselee conducted for the purpose of promoting that individual's growth and development. All individual interviews, if the long range purpose is consistent with program goals, are viewed as counseling interviews. Counseling interview encounters are predicated on prior information about and contact with the individual counselee. In the following pages one chapter is dedicated to reviewing the counseling interview service. The rationale behind our approach is reviewed, various types of interviews are summarized, communication techniques usable in various interview formats are presented, and typical vocational counseling interview concerns are explained. The chapter concludes with brief suggestions on some of the procedural concerns of counselors setting up this service.

Coordination and Referral Service – This service involves the work of the counselor as she/he attempts to utilize others in an effort to promote individual growth. Because time and resources do not permit extensive use of the counseling interview as the vehicle for change, other people and techniques should be used for this purpose. Coordination specifically refers to the counselor's orchestration of other staff, parents and peers in facilitating change. Referral is the process through which individuals are directed toward appropriate services when special needs are discussed. Chapter V on "Coordination and Referral" outlines the need for this approach, the procedures to follow in preparation for coordination, and a case example and some referral sources.

Information Service – The Information Service consists of the counselor's utilization of personal, social and vocational information to assist individuals. While the subject matter of guidance is the skills needed to process information personally, without appropriate information these skills cannot be properly utilized. While much of the information students need can be provided in group situations, at

times individuals need specific information. At such times the counselor must know both where to obtain this information and how to assist in processing it. The chapter on the Information Service focuses on educational and vocational information and its use. The chapter contains information on what the counselor and counselee need to know, sources for information and techniques for utilizing information in the interview situation with "typical" students.

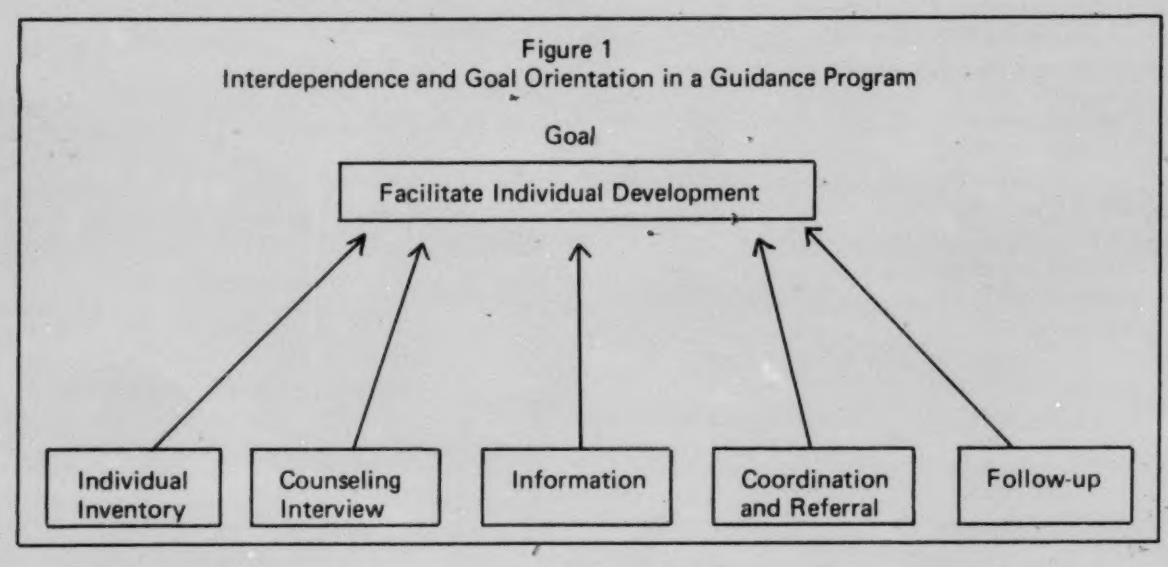
Follow-Up Service – The Follow-Up Service refers to the school's efforts to determine "what happens" to graduates once they leave school. Follow-up has been viewed as the responsibility of the guidance program. However, since all staff are responsible for preparing young people to assume adult roles, it is really a school-wide service. While follow-up is a necessary form of evaluation both for the guidance and other school programs, it cannot be a definitive evaluation, particularly for guidance. The subject matter of guidance consist of personal processes. In its present form follow-up can only determine outcomes, not the underlying processes. Nevertheless, follow-up, particularly in individual cases, can aid in evaluation and can help in guidance program revision and planning. In the chapter on follow-up, problems in guidance program evaluation are briefly reviewed, the need for follow-up is presented and specifics for the conduct of a follow-up study are described.

Guidance Programming

The goal of cooperatively promoting development should guide each of the functions which counselors perform. In other words, this goal should be the criterion against which counselors judge their activities. The individual inventory, the counseling, the information, the coordination and referral and the follow-up services should all be directed to promoting the goal of student self-development. Each service should be geared toward assisting students in acquiring the self-understanding, decision-making, and coping skills needed to be able to master personally appropriate developmental tasks.

Each of the services needs to be defined, clarified, and integrated with the others in light of this goal orientation. The following diagram illustrates the interdependence and goal orientation needed in programming guidance services. (Figure 1)

Figure 1
Interdependence and Goal Orientation in a Guidance Program



This volume concludes with a brief discussion on problems encountered in redirecting a guidance program. Suggestions are also presented on techniques and procedures which might prove helpful to those who want to attempt such a reorientation.

The Counselor – The program we recommend requires a counselor. This counselor must be a trained professional. In a recent conversation with a non-counselor colleague we were told "To ___ with counselors! A lot of schools can't afford them and I've seen some plumbers who are better counselors than some I've worked with."

On occasion, it may be that a friendly plumber can relate in a practical wrench-and-shovel manner to a human problem put to him, while on the same occasion a counselor can give only a hesitant opinion. Persons who like instant solutions to complex problems often admire those who act decisively no matter what the results.

In our view, counseling is both a complicated and fragile process. It has to be, for at its roots it is based in the fact that individuals must make personal choices. These choices involve the whole person—his/her past, present and future—all facets of his/her life. Thus, the counselor can't act authoratatively, promptly or definitively. At best all the counselor can do is act as a wise friend helping to analyze the situation. But in acting as a wise friend the counselor brings facts and data, answers and questions which might not otherwise be available. The counselor brings scores on tests the counselee might otherwise not have taken, summaries of observations by others no one else might have acquired, and a synthesis and study of the person no one else would have had the time to do. Added to this, the counselor brings a knowledge of the world of work and of educational possibilities, and the training to listen to and communicate with others who might also help.

As a wise friend, the counselor must have both certain personal assets and specific professional training. A personal asset the counselor must have is a sympathetic interest in young people and their problems, concerns, and difficulties. Beyond this, the counselor must be perceptive, patient and kind. Finally, and most importantly, the counselor must *care*. She/he must really give a damn if she/he is to help individual students find their own way in an ultimately confusing and relatively free society. Personal assets must be augmented by schooling and other experience. The counselor needs to know the process of schooling and how schooling can and should be adapted to the needs of individuals. She/he needs to know the tools of the profession—communication, especially interviewing; individual assessment, including what can be learned through testing; assembling, recording and working with personal data; and adapting or developing best answers or best methods from assembled impressions and data. She/her needs to know how to provide assistance personally, how to help others provide assistance and how to know when to seek the aid of special experts. She/he also needs to know the world of work—sources of information on occupational openings, requirements, training locations, and so on. Finally, she/he must know how healthy personality development occurs, how people change, how people grow. To acquire the skills, the counselor not only needs to have specialized graduate training in counseling but she/he should also have prior experience in the world of work both in schools and out.

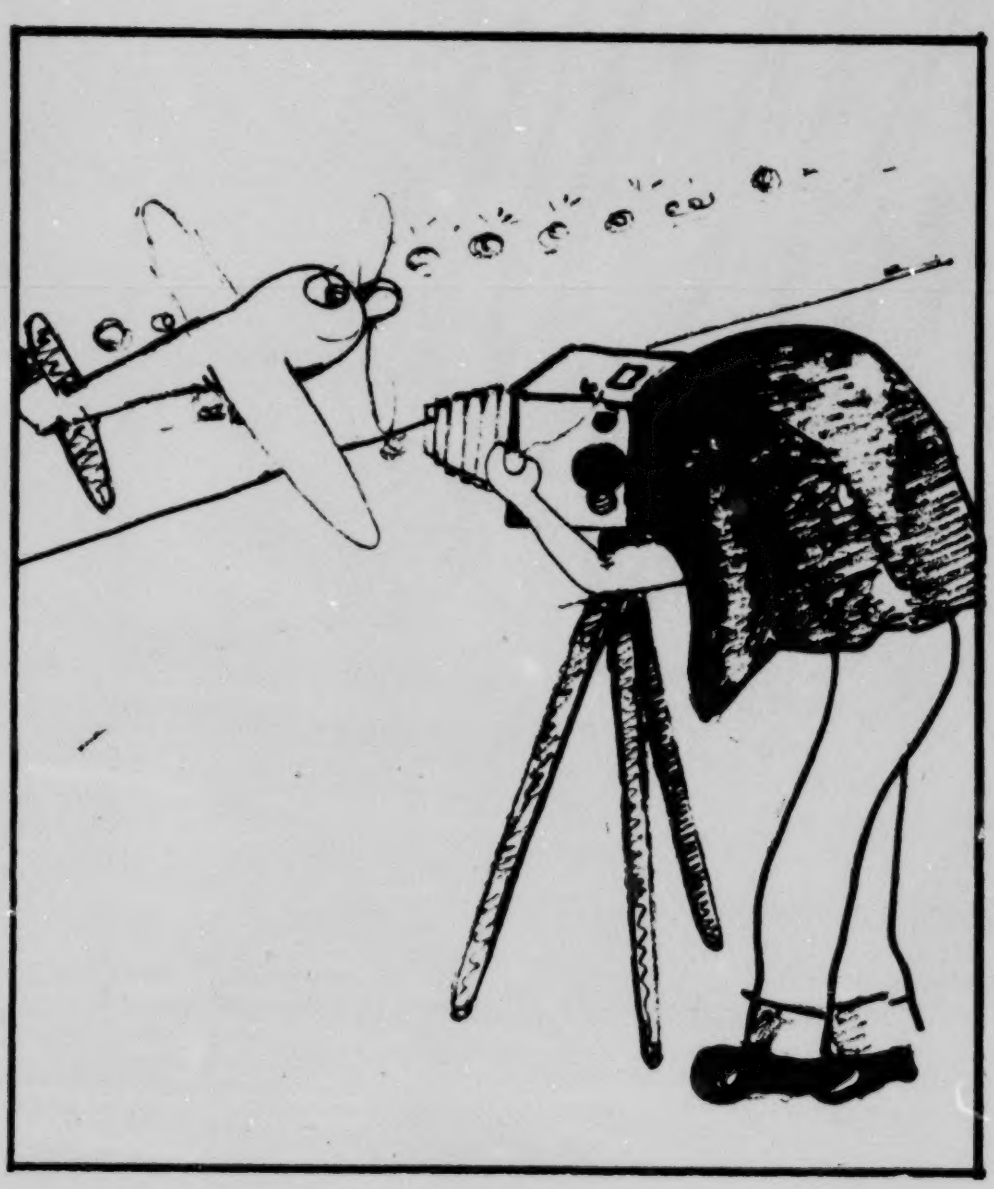
These qualifications most certainly are not possessed by plumbers. Some are possessed by teachers. Teachers are, and should be, guidance functionaries. However, no guidance program can legitimately function without the services of the counselor. Only the counselor can provide the individualization a true guidance program requires. Guidance without a counselor and the counseling interview service is like Dorothy's tin man, hollow and without heart. Those attempting to present guidance programs without counselors not only to do the counseling profession a disservice but also do a disservice to young people. The complex culture in which we now live, now more than ever, demands that

individuals have personal assistance in finding their niches. In a society espousing democratic principles, educators who take the preparatory mission seriously must provide for individual needs and nurture individual growth. Without studying the individual, without getting to know the individual, this is not possible. With the assistance of a counselor it is.

The career counseling program which follows is presented in an effort to assist counselors in performing their vital task. It is both a very ambitious program and one which cannot be effective without the cooperation of others within and outside the school. In reading it, it will be clear that it can only be effective under favorable conditions. An unhealthy economy with widespread unemployment will adversely affect not only placement efforts but vocational and educational decision-making as well. Wars will have even a more profound impact. An accompanying educational program which is ossified, narrow, and antiquated will render all counseling efforts relatively futile.

CHAPTER II

INDIVIDUAL INVENTORY SERVICE



"Hold it, Joe. We want to get the whole picture."

CHAPTER II

INDIVIDUAL INVENTORY SERVICE

The Problem

Look at any rural high school and its population of 400 or more students. For administrators and teachers you can divide the total number into classes—freshman, sophomore, junior, and senior. You can schedule them into subject areas—history, science, English, physical education. But for the counselor they are still 400 students; each one an individual in need of counseling.

The counselor knows that each individual in the student body is a unique person with his/her special set of characteristics and needs. Although group approaches are often effective, there is still a pressing need to know each one as an individual if the true mission of counseling is to be carried out. The question becomes, "How can the time and resources of the counselor and the school be used to help each student with individual career development?" To work intensively with each student is clearly impossible, but to work through others and with others and to coordinate the work of all, on the student's behalf, is both possible and practical.

The heart of the approach to career counseling is cooperation and communication between the counselor and others. The two-way flow of information into and from the counseling office is crucial. One of the primary vehicles for passing information to and from the counselor's office is the Individual Inventory Service. The fund of information which results for each individual can be tapped to bring depth to each one-to-one interaction between counselor and student, and tapped by the counselor when there is a need to relay that information to others on the student's behalf.

The Individual Inventory is a personal assessment through data gathered from a number of sources. This kind of assessment is in sharp contrast to needs assessment, which is a group approach done for the purpose of program planning and development.

An Individual Inventory for each student should include data from the following minimum list: (To be augmented in individual cases as needed.)

Behavioral descriptions from staff

- Observations in informal and structured situations
- Anecdotal records and critical incidents
- Behavioral checklists
- Rating scales

Personality inventories and problem checklists

Biographical data

- Autobiographical essay
- Biographical questionnaires

Parent Questionnaire

Parent interview and home visit

Sociometric data

Health information

Test data

- Aptitude tests
- Achievement
- Interest inventories

The purpose of this chaper, *Individual Inventory Service,* is to give help to the counselor in assembling each section of this minimum list. In the section dealing with testing a general overview is given on tests and types of tests. Appendix A contains a more complete exposition on test constructs and test theory. These two sections are somewhat technical. This is of necessity. It is our view that if tests and tests scores are not understood they must not be used as a basis for conclusions about the individual and his/her abilities, intelligence or personality. To do so without proper understanding is to run the risk of serious error which can make the counseling process a hazardous rather than a helping relationship.

As background for creating or "generating" an individual inventory for each student, a theoretical base is needed. This base is discussed in the following section, Individual Assessment, and includes:

Goals and Guides for Individual Assessment

Criteria for Choosing Areas of Investigation

Techniques and Procedures

Problems Related to Methodology

Goals and Guides for Individual Assessment

An individual inventory for counseling is an intimate, personalized affair. It is an assessment done in preparation for a profitable one-to-one interaction with the counselor. Implicit in this approach is the view that:

1. Counseling should include provision of assistance to *each student* in order that each may recognize his/her limitations and potentialities to the fullest possible extent, and utilize this knowledge and development in planning school and post-school careers;

2. Coordination of the efforts of home, school, and community to assist each student toward the goals named above is required.

A class of freshman may have similar patterns of development and may even face similar concerns, but the role of the counselor goes beyond recognition of group characteristics and needs. The role of the counselor is to single out individuals and help them analyze and cope with their unique world. The counselor must be able to answer a student's questions and raise a few questions of his/her own about subjects the student has not considered. This kind of work must occur on a one-to-one basis.

There is no standardized application of method to cover the uniqueness of all students and all situations. No single approach can serve as a guide to the counselor in his interaction with students. It is not possible to know before conferring with a student what information will be needed. The counselor needs many sources, procedures, and techniques to help students answer questions and to help them acquire coping skills and skills in self-understanding and decision-making. Consequently, counseling usually involves a complex and time-consuming quest over a considerable period of time.

There is a general guide to collecting information about a student in preparation for the counseling interview process. Information will be needed to give:

1. A clearly formed idea of the particular need or concern of the counselee.

2. A developmental picture of the individual. (historical)

3. A composite, or bringing together, of the individual's social and cultural background.

Individual conditions and circumstances determine the importance of each of these points. For example, to answer the questions of a student trouble by vocational indecision, the counselor may have to consider the student's: (a) health, (b) experience related to vocations, (c) financial and social circumstances in the home, (d) opportunities for training and employment, (e) usual behavior and significant deviations from it, (f) enthusiasm, (g) style, (h) adjustability, and *anything* else about him/her as a *particular* person that may be useful in helping to resolve the indecision (Rothney, 1959).

In selecting procedures to generate information, the counselor should keep in mind that these are to be utilized to benefit the student. The information is obtained to increase self-understanding.

The counselor should establish a minimum list of information to be collected in order to get to know individual students. However, the list will need to be supplemented for each unique individual encountered. The key is that the counselor must have sufficient information so that he/she can generate a synthesis of the whole person; that is, compose a moving picture of that individual and his/her development.

Criteria for Choosing Areas of Investigation

To generate useful data for an individual inventory, counselors should have some criteria or standards as guides to selection of areas to investigate as well as guides to the processing of data obtained. At the same time, no specified set of data gathering devices embraces all needs. The following criteria developed by John W. M. Rothney (1958) are provided as general guides to help the counselor select data gathering devices and process the information obtained.

1. *Consideration of Individual Idiosyncracies* – Any data which assists in the understanding of an individual must be given consideration. By placing the emphasis on *any*, the counselor is less likely to overlook rare or specialized skills or behavior which may be the key to understanding or to facilitating career development. Success in dealing with many individuals depends on recognizing those special factors which operate in particular cases.

2. *Evaluation of Data* – Any data gathered about a person to be used in guidance must be evaluated accurately, fully, and economically. Although tests seem to be the most economical way of accumulating data, if those test scores are left uninterpreted, they become uneconomical. Interpretation of test scores is a technical task that requires much of a counselor's time. A counselor should start by administering a minimum battery of tests to all students, adding others as required.

Since all instruments measure with some degree of inaccuracy, the counselor must make note of this. Given the relative inaccuracy of all techniques and instruments, the counselor will seldom have sufficient data to really get to know the individual. Thus, hopefully the counselor will be sufficiently humble when making judgments about individuals in question.

3. *Appraisal of Cultural Influences* – The culture and subculture in which the individual is raised must be thoroughly examined. Is Karl's home background a farm family of German ancestry? Is Kathy from the trailer village on County F where there is a settlement of families from Appalachia?

While cultural or subcultural group membership does not absolutely determine individual behavior, it does set up the parameters or boundaries for individual behavior. Anyone who has lived outside the United States and has had the opportunity to see the impact of the mores of another culture upon members of that culture cannot help but be impressed with the impact of this variable.

In terms of understanding individual behavior, the counselor must approach the study of cultural background with caution. Much individual variation takes place within cultural limits. There is perhaps no linear relationship between cultural expectations and individual behavior, and exceptions occur in all groups.

All too often certain modes of behavior have been attributed to personal rather than cultural influences. Appropriate behavior in one subcultural setting may be inappropriate behavior in another. Consequently, the counselor has to be aware of the cultural backgrounds of his or her students and also be aware of behavioral expectations within those subcultures. For example, Italian parents are

frequently very open both in their affection for and punishment of their children. A counselor from a different ethnic background may view the physical punishment that some Italian children receive as child abuse. However, within that subculture it certainly is not. It is the expected and frequent response to what is judged to be inappropriate behavior. In this culture when we are complimented it is appropriate to say "thank you." However, for an Oriental, if some praise were given and that Oriental responded with "thank you," his response would be judged to be arrogance.

The counselor cannot always look within the individual to see the source of a problem, but must look within the cultural situation. In doing so, the counselor seeks to determine the factors which influence many kinds of behavior in that situation. Few instruments are available for obtaining data on cultural background, and those few are perhaps inadequate at best. Once again the counselor must be humble and try to gain an understanding of the individual's background, realizing that this understanding will never be complete. At the same time, no effort to understand the individual will be adequate without some measure of background.

4. *The Use of Longitudinal Data* — Longitudinal data which give an historical sequence to assessment of a student's development are vital. These data provide the base for current behavior. The life of any person must be considered as a single connected whole. To neglect longitudinal data is to take present behavior out of context.

When longitudinal data is available, it is frequently possible to find that certain current behaviors have been stimulated or caused by past events. If Tom is called in for having precipitated a fight in the cafeteria, the chances are there will be an account of similar disruptions in his record. Moreover, anything that has previously influenced a person's behavior is important data to log, irrespective of its seeming impact at the moment. From what is known from research on human behavior, previous occurrence always raises the probability of recurrence. In generating a longitudinal picture of the individual, it is important for the counselor to notice inconsistencies as well as consistencies in behavior.

5. *Continuous Conceptualization and Reconceptualization is Required* — There is always a possibility of error in making any judgments about people. All judgments should be tentative. If instruments or procedures were perfectly valid, then generalizations could readily be made and judgments arrived at. However, in few cases can clear and simple generalizations and judgments be made about any individual.

For example, Johnny scores above the 85th percentile on all physical fitness tasks conducted at school and wins a Presidential Physical Fitness Award. A surface appraisal might be that Johnny's physical development is more than adequate and should present no problem. Additional data shows that Johnny is the son of a famous football coach and that family expectations of him are high. His brothers and sisters are exceptional athletes. While he performs better than average, he doesn't perform at the level expected of him either by himself or by his parents. Again, any single bit of information has to be viewed in relation to other data. Every case provides its own unique combination of data for conceptualization. Reconceptualization must be constant. Frequently, as the counselor attains more and better data, she/he becomes less sure of what should follow.

Techniques and Procedures

The techniques employed for collecting data should include two types: (1) those used for all students, and (2) those used as the result of the nature of the problem that a counselee presents.

Individuals may be studied for many different reasons and these may be changed as counseling proceeds. For example, Jim might be initially referred for help regarding vocational choice. But his failure to choose may be the result of many factors—the home situation, lack of sufficient information about occupations, lack of information about educational opportunities, social, or interpersonal problems. Effective counseling is contingent upon knowing Jim and understanding his uncertainty regarding vocational choice. Thus, there are two general categories of techniques employed for collecting data: (1) those techniques employed for all individuals and (2) those employed relative to the idiosyncracies of the case.

Data that should be collected on each student include:

1. Census Data: age, weight, height , place of birth, residence, family size, etc.

2. Health and Physical Development: special defects, skills, appearance.

3. Educational Data: academic achievement, attendance, test scores, extracurricular activities, etc.

4. Vocational Data: work experience—paid and non-paid, vocational pursuits, hobbies, interests, plans, etc.

5. Personal Data: cultural background and past experiences, social adjustments, values, habitual behavioral patterns and significant variations from it, problem solving patterns, any information which provides insight.

Many possible techniques exist for collecting information related to these five kinds of data. In choosing techniques to use, the key is to acquire sufficient information of the right type to give the counselor a conception of the whole person. Time and resources within the rural school mandate that economy and efficiency must often temper completeness. In selecting procedures, counselors should consider the following factors:

A. Will this data really be useful?

B. Does this data already exist somewhere else in some other form?

C. How much counselor or staff time will it take to generate the data?

D. How much time will it take to process the data and interpret it to those who could use it beneficially?

E. What ethical considerations are connected to the collection and use of data generated through this procedure?

Frequently, counselors have to make trade-offs to use time efficiently. For example, the best measures of intelligence currently available are obtained through individual I.Q. test procedures (the Stanford-Binet and the Wechsler). However, the information they yield is probably not time efficient. Both take more than an hour to administer. The information obtained from group measurement is only slightly less useable and can be obtained in only a fraction of the time.

The following are just some of the data gathering procedures available related to information needed for inventory:

Data Need	*Data Gathering Techniques*
Census Information:	questionnaire, interview, home visit
Health and Physical Development:	
General health:	questionnaire, health and attendance records
Physical development pattern:	questionnaire, parent interview
Appearance:	behavioral observation and description
Physical coordination:	behavioral observation
Educational Data:	
Academic achievement:	academic records, school productions, achievement testing
Academic potential:	teacher reports, scholastic aptitude and achievement testing
Academic plans:	questionnaire, autobiography
Vocational Data:	
Work experience:	autobiography, questionnaire, placement records
Vocational interests:	autobiography, questionnaire, interest inventory
Vocational plans:	questionnaire, interview, autobiography
Personal Data:	
Cultural background:	home visit, questionnaire
Social adjustment:	parent interview, sociometrics, observation and description, values inventory
Habitual behavior and significant deviations from it:	parent interview, behavioral observation, self inventory, personality inventory

Each of these techniques has some merit. Each has certain limitations. In the following pages the strengths and limitations of each will be discussed along with methods and procedures for their use. However, beyond limitations inherent in each are methodological problems which accrue to the whole business of attempting to get to know another well.

Problems Related to Methodology

1. *Objective versus Subjective* – In choosing techniques, many counselors tend to emphasize the so-called objective procedures as opposed to subjective ones. However, the difference between

subjective and objective procedures is not as gross as might be expected. Objective procedures are only objective in terms of the means by which they are scored. For example, in any measure of intelligence, different subjective judgments are made by the test authors as to what constitutes intelligence. Some hold to the view that intelligence consists of a general G factor and the test measures manifestations of this general intelligence. Others take a factorial approach and believe that people do not have an intelligence quotient or a general intellect but have intelligence relative to a number of areas of performance. An individual might be brilliant in one area and retarded in another. Consequently, the subjective judgment of the test authors is involved in all intelligence tests. Subjective and objective tests are not profoundly different, except in the area of scoring. Completely objective procedures for obtaining even a minimum amount of data are not now available.

2. *Generalizing from the Average* – Another problem related to the methodology employed for the collection of data is a tendency to generalize from averages. For example, on tests of vocational maturity where knowledge of the world of work is measured, statistically significant differences exist between the performances of junior and senior high school boys. Just knowing that Johnny is a junior high school boy does not guarantee that he possesses any given amount of vocational maturity or any given knowledge of the world of work. There is significant overlap between groups when they are compared. Each student, consequently, must be studied separately, and the amount of each characteristic must be individually assessed, regardless of whether he or she is a member of a significantly different group.

3. *Prediction* – Counselors should be wary of making predictions. In the midwest, weather is extremely difficult to predict. In comparison with the weather, the prediction of human behavior is infinitely more complex and confusing. Snap judgments about behavior and the motives that lie behind it have to be avoided at all costs in the counseling process. The causes of human behavior often defy understanding.

4. *Use of a Wide Range of Techniques* – There are at least twenty-eight or thirty operating personality theories. The proponents of each are able to riddle the logic and research of the others. Thus, in terms of absolute certainty, counselors have little upon which to base their actions. The implications of this are far reaching. The counselor must not be committed to the use of a few techniques or a single process. No techniques, no processes, are sufficient for understanding the complexity and diversity of people. Given human uniqueness and complexity, the counselor should attempt to generate and employ techniques appropriate to individuals.

5. *Comparison Between Individuals* – Many techniques employed in studying individuals were designed for the purpose of making comparisons, although comparison is not the primary purpose of counseling. The counselor's purpose is to gain an understanding of the individual in order to help that individual better understand himself or herself. Procedures which compare an individual to other individuals may or may not be useful to counselors.

Summary

A number of techniques and procedures are available to assist the counselor in learning about individuals. Some of these are reviewed in the remaining pages of this chapter. In selecting procedures the counselor should keep in mind two major concerns, the purpose for the inventory service and the time and resource constraints he or she faces.

Ultimately, the purpose of the inventory service is to help assure healthy individual growth and development through promoting effective self-understanding, decision-making and problem solving skills. Thus, inventory data is not acquired for the counselor to file away, but for use.

Inventory procedures can be divided into three separate groups:

1. those which provide the counselor with information about the student, but do not add to the student's knowledge about self without interpretation or relay of information (examples of these include tests and inventories);

2. those which provide the counselor with information and also add to the student's understanding because of what the counselee does in the process of generating the information (examples of these would include well constructed essays and questionnaires);

3. those which are designed to provide the student with information about self but do not generate any data for the counselor. They could, however, relay information to the counselor through the counselee (an example of this would be a values clarification group exercise).

In light of the purpose of inventory service we are biased towards those in group 2.

Excellent inventory procedures are available which require an extensive time commitment on the part of the counselor in either administration or processing. Others exist which take comparatively little of the counselor's time. The rural counselor is hard pressed for time. Thus, again, we are biased toward those procedures which are less time consuming even though data obtained may suffer.

The procedures reviewed for the most part are presented in sections according to the source of data: (a) Behavioral data, (b) Biographical data, (c) Data from significant others, (d) Sociometric data, (e) Test data. The test data section is augmented by Appendix A, a review of test constructs; and the chapter concludes with our recommendation for inclusion in the Inventory Service.

Behavioral Data

Overt behavior is behavior which is easily viewed. It can be studied in several ways:

1. observation and description in naturalistic settings

   a. on assigned tasks

   b. on unassigned tasks

2. observation and description in a structured setting

A variety of techniques can be used to generate observed behavior in both natural and structured settings:

- behavioral description
- anecdotal record
- critical incident technique
- rating scale
- behavioral checklist

Behavioral Descriptions by Others

A counselor may begin getting to know a student by obtaining descriptions of her/him from others. Such descriptions are crucial because persons usually base their judgments and their actions on their own descriptions. A counselor should keep in mind the fact that these descriptions are often inaccurate. (Unstructured and informal observation tends to be inaccurate both because of weaknesses inherent in the process and because individuals react differently to people and differently to situations.) In spite of this, a developmentally directed counselor can enhance his knowledge of the student by feeding back or sharing these varying viewpoints with significant others such as teachers, administrators, parents, and peers.

Behavioral description must not be confused with classification or categorization of behavior. The following cautions should be provided to those from whom descriptions are sought:

1. *describe* how the individual behaves
2. state the circumstances
3. do not rate behavior
4. do not compare people
5. do not generalize
6. do not classify or categorize
7. do not make any assumptions about the desirability of any characteristic
8. do not imply motives
9. do not use words that might have different meanings to different people
10. describe typical behavior
11. do not attempt to be complete
12. observe one student at a time
13. observe the student over a period of time

The key to usefulness is description, not categorization or classification. A description of Johnny as "shy and retiring" or Susie as "lazy and inattentive" does not provide meaningful data. The categories are abstractions which have different meanings to different people. The words "lazy" or "shy" may imply motivations which are not valid. Much more useful would be the following description: "When tests are administered in class, Johnny's scores are always among the highest, yet he never volunteers answers when I ask questions in class, nor does he participate in class discussions. When group assignments are made he more often than not asks if he might work alone. Susie does not hand in homework assignments. She used to spend most of each class period looking out of the window until I moved her to a different desk. Now she spends most of the class period with her head buried in her arms. When class time is provided for homework assignments, she draws pictures. This is an example of one I took from her." These short narrative descriptions provide useful data both to check with other teachers and to check against other descriptions. When used in conjunction with other data, such observations might provide significant insights into the individuals described.

Descriptions of behavior might be generated in several ways. They might be obtained from descriptive responses to questions regarding particular characteristics and circumstances, or they might be obtained from logs. Here are examples of observation and description using either form:

Figure 2

Descriptive Questionnaire

student _____ observer _____

where observed _____ when _____
(time & date)

Please describe the student's behavior on assigned tasks.

Please describe the student's behavior when free time is provided.

Please describe the student's interpersonal behavior.

Please describe any incidents which you believe are a key to understanding this person.

Figure 3

Observation Log

student _____ observer _____

where observed _____ when _____

Observation:

Observer's comments:

In obtaining descriptions from others, counselors should make sure that behavior samples are taken both when the student is performing self-chosen activities and required activities. Self-chosen activities may be observed and reported in terms of the form, quality, quantity and so on. When this is done the circumstances surrounding the observation should be freely described. Samples of required performance might include those relative to school subjects, structured assignments or performances on a job.

Behavioral Observation by the Counselor

The counselor should maintain his/her own descriptions of the individual. This can be done in conjunction with the counseling interview as the counselor completes the interview. Whether it be a client-centered interview or an interview designed for a specific purpose, notes should be recorded and comments on behavior during the interview should be made. These should be recorded immediately after the interview in a fashion similar to the following:

Senior year, Dec. 5th

Summary: Jim stopped in briefly to talk about his parents and career plans. They insist on college. He says he wants to study mechanics. He doesn't want to disappoint them but doesn't want college, instead wants voc. tech. training. They've saved for his college and want engineering—they won't support voc. tech. He wants help with them.

Comments: In light of past performances his choice seems most realistic. Called parents to set up appointment. Will ask them to "study requirements for college engineering."

Limitations and Problems of Behavioral Description – No description can be complete. Behavioral descriptions can be useful when appropriate descriptive statements are made and idiosyncracies are noted at the conclusion.

The key to their usefulness is generating these descriptions over time. If collected over a period of years the counselor will have many observers making notes in a great variety of situations. Through this, significant trends in behavior are likely to be disclosed. A major problem connected with acquiring descriptions is that teachers dislike the task of making and keeping records because this requires extra time. Yet teachers do like to find out things about their pupils and to tell others about them. As Rothney (1972) notes, "The counselor who works with the school faculty can use this desire of teachers to observe and describe other persons so that what is commonly called 'gossiping about students' can become the collecting and collating of valuable information for counseling purposes." If the counselor can convince teachers, administrators and parents that the information generated through these processes is critical, arrangements can be made for the task either by shortening a school day or arranging certain times during the year when no classes are in session.

Demonstration that the use of observations can contribute to meeting the objectives of the school will help incorporate this procedure into school routine. Once acceptance of the technique is acquired, in-service should be provided at the beginning of the year so that the teachers thoroughly understand the descriptive process. If this is done, descriptions can be generated over the course of the year as the behaviors occur. This will yield more valid data.

The descriptions generated should vary according to the teacher, as teachers meet students under varying conditions. In terms of understanding the individual, the variations between teacher observations are perhaps as important as the similarities. Studies have shown that behavioral descriptions generated through this process do not suffer from a halo effect due to either the student's grades or how well the teacher likes the student.

If twenty-five out of thirty teachers describe a particular student as not interacting with other students, this would be important data in working with that student. This is particularly true when descriptions are used in conjunction with data obtained through other procedures. For example, by supplementing teachers' descriptions of a student with other data, we find an individual who has been described as an isolate. We know that he has a bad case of acne, and we know that he seems to be very self-conscious because of it. We hypothesize a connection. With proper skin care and proper medical help this student becomes very outgoing. Thus, behavioral descriptions generated from a variety of sources provide clues to the concerns of the individual. However, only when *used with other information* did these permit the counselor to assist the individual. Not all students who act withdrawn in classes have acne, nor do all students who have acne withdraw.

An added problem involves possible changes in behavior under observation due to the observational process itself. This is difficult when behavioral observation and description is employed only in problem cases. Then, the subject's awareness of being observed might produce atypical behavior at the time when the occurrence of typical behavior is an absolute necessity. However, if behavioral observation is the normal course of events for each student, the probability of generating a "guinea pig effect" is minimized.

Another factor which must concern the counselor is the possibility of invasion of the subject's privacy. If behavioral description is part of the normal course of events, invasion of privacy is less probable. However, if the counselor goes to significant others outside the school and asks for descriptions of behavior, this might constitute invasion. An important limitation of this technique

is that it tends to permit the recording of public and frequent behavior. Many times if the counselor is to help the individual, she/he needs the recording of private and sometimes relatively infrequent behavior. Moreover, often private information is necessary in understanding a person's uniqueness. How an individual responds to stress, or how she/he reacts to a tragedy, or how she/he handles anger, and so on, are often difficult to observe in a naturalistic setting. Such information is particularly important in problem cases.

Observation and Description in Controlled Situations – Observation in naturalistic settings is important when a developmental focus is taken, but descriptions garnered in controlled situations are of particular promise for working with problem cases. Here there are two classes of techniques: those situations designed to generate data for counseling purposes and those situations which have other practical value and also provide data for counseling. This same two-fold classification can be made in relation to observation and reporting of behavior in natural settings as well. Examples of descriptions of behavior in controlled situations include reports from situational tests or structured work samples.

Earliest of the situational tests were those employed by Hartshorn, May, and Shuttlesworth back in 1930. In assessing honesty of children with money, they gave children boxes of coins which had been secretly identified so that the experimenters could later determine which child had a particular box. The children were unaware of this arrangement and their honesty in handling the money could be determined without their knowledge. While this occurred under what seemed to be relatively naturalistic conditions, the conditions were in fact tightly controlled. Hartshorn and May also used a procedure where children were given an impossible task to perform and then were asked to report on their scores. This again was done to check on their honesty (Ianyon and Goodstein, 1971).

Procedures like this have primarily been used for research, not for assessment, although they have met with some success when used for assessment. The military has employed this approach to determine suitability for intelligence operations and industry has used it to select potential leaders. One technique sometimes used in business and industry is the *leaderless group discussion.* This procedure, which originated in the German military assessment program, calls for observing and recording a small group of people who are to discuss something such as a specific problem the business is encountering. Otherwise the situation is left unstructured and the group members are usually strangers to each other so that the situation is rather ambiguous. Then individual leadership, fellowship, social poise, and self presence are observed, recorded and rated.

While techniques like the *leaderless group discussion* have been shown to be relatively effective in terms of at least gaining some assessment of individuals, they would not be very time-effective procedures for the school counselor unless modified. In effect, the leaderless group discussion is an effort to replicate situations which the businessman may encounter in performing his/her job. Thus, it is similar to a work experience assessment. If the counselor constructed an observation sheet or sheets for employers regarding those traits or characteristics which he or she deems critical, similar information might be obtained more efficiently. However, again this procedure is perhaps better classified under description in unstructured settings.

A number of contrived situations might be arranged depending on the individual and the facet of behavior of concern. For example:

1. The student may be appointed to chair a committee or lead a group discussion.

2. The student might be asked to complete an unfinished story.

3. The student might be asked to write his/her answer to a problem for which the answer cannot be found in the usual sources.

4. The student might be asked to orally report on spare-time activities, hobbies or interests.

5. The student might be asked what should be done if given too much change after making purchase, if money is found, if two friends start to fight and so on.

6. A highly competitive game might be arranged where it is impossible for the subject to win.

7. The student might be placed in a problem situation requiring cooperation by all group members for its solution.

8. Special incomplete sentences might be presented to the student to complete.

9. The subject may be given released time or independent study.

10. The student might be given informal tests which require the production of answers rather than recall and recognition.

Anecdotal Records and Critical Incidents

Anecdotal records or the use of the *critical incident technique* are other procedures frequently employed to obtain behavioral descriptions in natural settings. In developing an anecdotal record, the teacher is asked to make notes of whatever behavior is regarded by him/her as "significant" as soon as possible after the observation. The *critical incident technique* was developed by Flanagan (1954) to provide a greater focus to anecdotal records. Here the observer is asked to record examples or instances of behavior that are indicative of particular personality characteristics. Thus, an employer might be asked to record examples of "good" or "poor" work behavior or the P.E. teacher might be asked to note all "aggressive" acts. Here as in other behavioral descriptions the viewpoint of the observer influences what is recorded. For instance, a teacher who likes an ordered classroom might regard many more acts as aggressive than one who thinks children should learn in an active way. Likewise, an employer who regards quantity of production as most important might record different incidents of work performance than would an employer who regards quality as paramount.

Rating Scales

The rating scale is a technique used by educators to attempt to make observation and description objective and systematized. Figure 4 is an example from one of the "better" scales.

This behavior description uses a set of general descriptions of responsible behavior on the left. There is space for written comments on the right. In each grade, 7 through 12, teachers are asked to rate the student's responsibility by initiating the appropriate place on the scale. This example shows that in 7th grade Sue was viewed by all except one of her teachers as being "Responsible and Resourceful." In contrast, as a sophomore, all except one of her teachers described her behavior as "Irresponsible." While this provides clues that "something happened," what the counselor needs is information on events which led to the change. Thus, even the better rating scales need to be supplemented with comments or notes.

Figure 4

Sample Behavior Description

DESCRIPTION OF BEHAVIOR (Made by all those who have had sufficient opportunity to observe the pupil.)

Key to persons making the descriptions below: Ad-Advisor, Ag-Agriculture, Ar-Arts, D-Dramatics, E-English, F-French, G-German, HR-Home Room Teacher, HE-Home Economics, L-Latin, M-Mathematics, Mu-Music, NS-Natural Science, SS-Social Science; Others.

Grades:	7	8	9	10	11	12	
Responsible and Resourceful: Carries through whatever is undertaken, and also shows initiative and versatility in accomplishing and enlarging upon undertakings.	SS-M MU HR	M-MU HR	SS HR		M-D	M-HR D-MU E	Apparent decrease in responsibility in ninth grade due to increased assumption of duties out of school so that her assignments were hurriedly done or neglected. 11th grade—class work fairly well done but laboratory exercises neglected seriously.
Conscientious: Completes without external compulsion whatever is assigned but is unlikely to enlarge the scope of assignments.	E	E-L			HR		
Generally Dependable: Usually carries through undertakings, self-assumed or assigned by others requiring only occasional reminder or compulsion.		SS	E-M			SS	
Selectively Dependable: Shows high persistence to undertakings in which there is particular interest, but is less likely to carry through other assignments.			L		E		
Unreliable: Can be relied upon to complete undertakings only when they are of moderate duration or difficulty and then only with much prodding and supervision.					NS		
Irresponsible: Cannot be relied upon to complete any undertakings even when constantly prodded and guided.				M HR E L			

Source: America Council on Education from Rothney and Roins, *Counseling the Individual Student.* New York: William Sloane Associations, Inc., 1949, p. 98.

Most rating scales attempt to quantify what can't be quantified. Brief descriptions of a characteristic are placed along a continuum or at equally spaced intervals, then teachers are asked to make their mark along the line. These are scored and tabulated, and the scores are recorded mathematically.

An example of this technique is given below: (Figure 5)

Figure 5

Rating Summary

ITEM:	SCALE:				
Appearance		XX	XXX		
Grooming and body care, neatness, taste in dress, appropriateness	Excellent	Above Average	Average	Slightly below Average	Poor

There are a number of reasons why this type of scale should at best enjoy limited use:

1. It requires acceptance by the user of the scale-maker's decisions about the general desirability of any characteristics or combinations of them.
2. *It encourages generalization beyond the observed behavior.*
3. It encourages the *making of odious comparisons between* individuals.
4. It often employs the assumption *that a characteristic can be divided into equal intervals to which numerical values can be attached.*
5. It suggests that a person *has certain characteristics rather than has behaved in certain ways under specified circumstances.*
6. It encourages *perfunctory checking of items rather than reporting on observed behavior* (Rothney, 1968).

Because most rating scales tend to evaluate rather than describe, their use should be deemphasized. Of those in use, the one developed by the American Council on Education appears to be best (see Figure 6).

This does not attempt to give mathematical scores to subjective traits, it is relatively descriptive, and it does require notation of incidents upon which the judgments were made. Again, teachers should be in-serviced in its use.

Figure 6

Observations, Records, and Procedures

Name of Student _____

A.	How are you and others affected by his appearance and manner?	☐ ☐ ☐ ☐ ☐ ☐	Sought by others. Well-liked by others. Liked by others. Tolerated by others. Avoided by others. No opportunity to observe.	Please record here instances on which you base your judgment.
B.	Does he need frequent prodding, or does he go ahead without being told?	☐ ☐ ☐ ☐ ☐ ☐	Seeks and sets for himself additional tasks. Completes suggested supplementary work. Does ordinary assignments of his own accord. Needs occasional prodding. Needs much prodding in doing ordinary assignments. No opportunity to observe.	Please record here instances on which you base your judgment.
C.	Does he get others to do what he wishes?	☐ ☐ ☐ ☐ ☐	Displays marked ability to lead his fellow; makes things go. Sometimes leads in important affairs. Sometimes leads in minor affairs. Probably unable to lead his fellows. No opportunity to observe.	Please record here instances on which you base your judgment.

Behavioral Checklist

This procedure is similar to the rating scale. Observers are given a list of personal characteristics and character traits and are asked to check those which apply (see Figure 7). Obviously this procedure is like most rating scales in that it is not descriptive but employs categories to which behaviors are assigned and is judgmental in nature. While it is simple and quick to fill out, no descriptive details are provided nor does it allow any measure of the degree to which the categories apply. At best it supplies information on how the observers "judge" the individuals observed.

Figure 7

Behavioral Checklist

Name

Observer

Date

Please place a mark by any of the descriptions below which seem to apply.

Helpful	Prompt	Uncooperative	A Slacker
Kind	Neat	Aggressive	Slovenly
Courteous	Clean	Rude	Unkempt
Obedient	Ambitious	Disobedient	Lazy
Respectful	Honest	Disrespectful	Deceitful

Biographical Data

Autobiography

Closely akin to behavioral description is the autobiography or structured written essay assignment. Here the situation and environment are structured; however, the data the counselor uses are generated by the student. This method gives inforamtion about the individual which might not otherwise come to light. The student's autobiography is under his or her own control. While there is a possibility of misinterpretation, omissions and deliberate bias, the autobiography is of merit as a personal record. According to Allport (1965) it gives the inside half of life, the half that is hidden from the objectively minded scientist.

Used by itself, the autobiography cannot be recommended as a good data gathering device for counseling. If it is used with a degree of caution, it can contribute useful information on the behavior of the individual. It has been found that in writing autobiographies people usually deal with troubles, experiences and difficulties. Individuals are likely to reveal facets of themselves that are not amenable to measurement through batteries of tests or observation by others.

It is perhaps a good procedure to work with and through teachers, particularly teachers of English. Thus, an autobiography or a structured impromptu writing can be used both for the purpose of assisting the counselor in better understanding the individual and as an assignment in English. Students should be aware of the fact that this writing is going to be forwarded to the counselor and that part of its purpose is to assist in the counseling process. In having students write autobiographies or other forms of writing, two formats can be employed. One can be a structured format and the other relatively unstructured.

The following are examples of both: (Figures 8 and 9)

Figure 8

Structured Autobiography

The purpose of this assignment is to make you aware of the influence of schooling on your life. The questions listed below which are given for guidance only should be studied carefully before you begin to write your essay. Do not answer them as though they were a list of questions for which specific answers are required. Even though this is primarily an autobiography of your educational career, you may wish to include other influences such as activities at home and in the community.

Achievements

1. Have you found certain subjects easier, more interesting or more profitable than others?
2. Have you ever won any prizes or received any honors or been selected for positions or offices because of outstanding achievements?
3. Have there been any school requirements which you have found to be particularly difficult?
4. Have you found that your achievements have changed throughout your educational career?
5. Have your interests in school subjects changed?
6. Have you been informed of your scores on tests of intelligence or scholastic aptitude?

Relationship with School Staff

1. Have any teachers or administrators exerted a strong influence upon you either favorably or unfavorably?
2. Looking back at your previous schooling are there any teachers who stand out either in a positive or negative way on your development?
3. Have you had any embarrassing experiences in school? If so what has been their impact?
4. Do you think that most of your teachers have really been interested in you as a person?
5. Have your parents been involved in school activities?

(Figure 8 continued)

Peer Relationships

1. Has your school life been a happy experience?
2. On what basis have you selected your school friends?
3. Do you remember any change in your choice of friends and the reason for it?
4. Have you ever been rejected by any group? If so, how did it affect you?
5. Are you the kind of person who has many friends at school or are you the kind of person who has only one friend or a very small group of friends?

School Activities

1. What extra curricular activity do you particularly enjoy?
2. Do you think the time spent on these activities is really worthwhile?
3. Does participation in extra curricular activites distract from your school work?

Counseling

1. Have your teachers frequently acted as counselors or guides? Have they talked to you about your interests, your plans, or your problems?
2. Have your teachers had enough time to give you individual attention?
3. Have you changed your vocational plans frequently? If so, what has influenced your decisions?
4. Can you sum up your own philosophy of life and indicate how you think it has developed? What part has the school played in its development?

Figure 9

Unstructured Autobiography

You will be given this hour to write an essay about yourself entitled, "The Dominant Forces That Have Directed My Life." Perhaps it would help if you would keep the following questions in mind while you write:

1. In what way have certain persons influenced my life most?
2. What other factors have caused me to be the person I am?
3. How would the above two factors aid or hinder me in obtaining what I hope to become?

While the second example is not exactly an autobiography but rather an autobiographical essay and is not totally unstructured, it is less structured than the first example. The following are two autobiographies which have been written according to the formats cited above. Much of the information in Figures 10 and 11 could not have been obtained from other assessment instruments.

Figure 10

A Structured Autobiography

All About Me

by Cathy Smith

Our family lives about half a mile outside of Brownville in a new house built on a hillside. We moved here when I was in elementary school. Now I'm a high school junior in the college preparatory program.

The Junior Class has a large number of smart kids in it. I don't consider myself one of the "brains." I don't know my IQ, but I know I don't get straight "A's" like some do. I do have some talents that help me. I enjoy dramatics very much and I've been in the high school plays every year. I've had nine years of piano lessons from a very fine teacher. I'm no pianist, but I do understand the fundamentals and techniques of piano. I have taken about three years of dance lessons—ballet and modern dance. I like this a lot. For three years I have been studying guitar and in my spare time I teach several pupils.

Folksinging is about my favorite activity. Both singing alone and with groups, I've entered Talent Shows and won several prizes. We've also been on television in Center City three times.

I enjoy all my classes and this year I've been lab assistant to Mr. Jones, in the Advanced Science Class. Our teachers are all good, but the one teacher who stands out in my mind, as my best, is Mrs. Colemen who I had for fourth grade. I was very shy, and she seemed to understand me and encourage me to do things I thought I couldn't do—like getting up in front of the class to give reports, and write how I felt.

My parents give me lots of help and opportunities—they pay for all those lessons, don't they? My Dad is a teacher and he's a good one. He believes in letting kids take responsibility. Both my older sister (she's in college now) and I got to drive the car at sixteen and can go places on our own. My Mother is sort of over-anxious and worries about my health. During my first three years in high school she has not allowed me to go out for cheerleading. Next year, she says I can try out.

I go around with a small group of girls—they're all cute and wear nice clothes. My Mother thinks I'm a snob about choosing my friends. But I do have another girl friend who has been a special friend since I first came. Ann is a brain and studies all the time. She comes from a poor family with lots of kids. I sure hope she will have an opportunity to go to college.

(Figure 10 continued)

I don't have a steady boyfriend. I go to school dances, but with someone different every time.

My extra curricular activities are mostly in music, dramatics, and in dance. Last year, the phy ed teacher, Miss Barnes, started a Modern Dance Club. They phy ed teacher this year doesn't know anything about Modern Dance, so to keep the club going, I've been the advisor for it this year. We've given performances at basketball games during intermission.

A few teachers have talked to me about my college plans and what I will do after college. I'd like training in speech, dramatics, and music with a possibility of going into the entertainment world. But more realistically I would like to work in speech correction. I know my music will always be a good hobby even though I don't make it a vocation.

Figure 11

An Unstructured Autobiography
(names and places changed for anonymity)

The Dominant Forces that Have Directed my Life

by Terry Clark

My parents and my family are the persons who have influenced me most. My Father is a carpenter on a construction crew. He drives to Center City every day, so he puts in long hours, and sometimes he gets laid off in the winter. But he sure knows how to do things, and he teaches me how to use tools and lets me help him on jobs around here.

I have three younger brothers and an older sister. My sister is working now, but she still lives at home. My Mom is a good cook and is really the boss around home. Even my Father thinks so. Us boys argue alot and wrestle around some, but we get along pretty well.

I've lived here all my life and I have some good buddies that I spend my spare time with. We're all out for football this year. (I'm a Junior) but so far we've got skunked every game. Our coach is a good guy. He's about my favorite teacher.

In school I'd have to work hard to get English and History, so I don't. But I get Math pretty easy so I do OK in that. I don't plan to go on to College, but I'd like to go to Trade School. I'd like to take some engineering and blue print drawing. I think these things along with what my Father has shown me—I can get a good job in the building trades.

Interpreting the Autobiography – In evaluating the autobiography, the counselor should look for characteristics which can be determined dependably. Such characteristics include the overall appearance of the paper, such as neatness and completeness. Such factors can be indicators of the counselee's attitude toward writing the paper. They could also be indicators of strength or lack of skills in writing. However, again, counselors should not be too quick in making judgments.

Another factor to consider is the length of the autobiography. This in part may be contingent upon whether the structured or unstructured approach was employed. Of course it could be dependent upon the ease with which the person expresses himself/herself in writing or the degree of inner security the person feels. Or it may be due to the fact that the person has deficient writing skills. If the structured format is employed, it is likely that the autobiography will generally be somewhat longer.

Another relatively objective factor to consider is the level of expression and the level of vocabulary employed. Spelling, grammar, and punctuation furnish some evidence regarding level of expression. Word usage is also important. In interpreting the autobiography the counselor has to try to interpret the words from the standpoint of the student. Thus, it is important to try to get within the student's frame of reference.

On a more personal level the counselor can profitably use autobiographical materials to check out hypotheses generated from sources other than the subject's own report. Thus, the autobiography can be used to verify or to invalidate information generated from other sources. The counselor should also be cognizant of how openly and in what terms the counselee expresses ideas and feelings about himself or herself.

Gordon Allport (1965) has made important comments on the use of personal documents in psychological science. In it he gives some guidelines for interpretation, particularly in terms of how to utilize it to gain a better picture of the individual:

> Prejudices, self-deceptions, wholesome and unwholesome outlooks, ego ideals, mannerisms, complexes, aspirations, errors of insight, and the reasons for the persistent failure–all of these and many other characteristics can glimmer or glare through the document whose accuracy in reporting and self-appraisal is not to be trusted. It is often more important to study the beliefs that men betray than those that they parade (pp. 30-31).

While wittingly or unwittingly the counselee may engage in deception in writing autobiographical materials, this is important information. It is also an indication of the necessity of the autobiography in conjunction with other data generated on the individual.

The usefulness of this technique depends upon many factors which relate to individuals. The subject's memory, his/her ability to analyze previous behavior, his/her ability to express self in writing, and the rapport and sense of trust that have been established in the school are all contributing factors. An important thing to remember is that the subject provides only as much information as she/he chooses. While the autobiography only gives hard data about the use of language, it provides many clues about the individual's personality. These clues can be used to generate tentative hypotheses regarding the individual which can be verified or invalidated through other techniques. Or, the clues can be used to verify or invalidate hypotheses generated from other data.

Besides generating much useful data for the counselor, autobiographies provide the student with an opportunity to engage in self examination and thus release tension safely. A similar related technique which is even more effective for the purpose of releasing tension is the "Write a Problem" procedure. Here students are merely asked to write about one or more problems which concern them. This procedure can be employed inside or outside of the classroom.

While the "Write a Problem" technique has all the limitations that other autobiographical techniques do, it sometimes provides added information. If used with all students, it can give the counselor and teachers a sense of the paramount concerns of students as a group. If used in individual cases by the counselor, it can provide the student with an opportunity to bring his/her problem to the attention of the counselor.

In the counselor's *Desk Reference* several other structured formats for autobiographies are provided, as well as a series of topics for autobiographical essays *closely* related to career development.

In employing this technique the cooperation of teachers is essential. As a regular course assignment, autobiograhpies can be assigned in English class. It is necessary to explain the purpose of these autobiographies to the students. If continued cooperation of teachers is to be maintained, data generated by the counselor must be fed back so that it can be utilized by the teachers to help them improve their instruction of individuals. Besides being an excellent source of information regarding the inner half of the students' lives, the autobiography is excellent in the sense that little counselor time is required in the generation of the data. With little effort, autobiographical data can be maintained on each student whom the counselor serves. However, the counselor's efforts are critical when it comes time to utilize the data.

Biographical Questionnaires—Student

Another important procedure by which the counselor can gain biographical information is the biographical data sheet or questionnaire (Figures 12 and 13). The assumption underlying this method is that personal history has predictive value in terms of understanding current or future behavior. Items included on such a questionnaire can be demographic such as marital status, age, sex, number of dependents; behavioral such as hobbies, current reading matter, recreational pursuits; and experiential such as number of schools attended, outside jobs held, and courses taken. This approach has been shown through research to be particularly useful for making predictions concerning vocational and academic achievement.

The usefulness of biographical questionnaires is contingent upon the quality of the questions asked. If questions are skillfully constructed, the questionnaire can be a vehicle through which important insights can be obtained. In constructing or employing such a questionnaire, the counselor should stop and carefully consider what facets of performance, what facets of behavior, what data, is important and can be gained in this way. The following is a questionnaire which has been employed at the Research and Guidance Laboratory at the University of Wisconsin—Madison.

This appears to be an excellent questionnaire for obtaining data important to career development. Many of the questions are worded in such a way that the counselee should gain some new insights into self and perhaps some better self-understanding.

Assessment of the Biographical Questionnaire. Similar to the autobiographical essay, the biographical questionnaire can be assessed on two levels. First of all, it can be assessed in terms of the

Figure 12

Example of a Biographical Questionnaire

FRESHMAN YEAR INFORMATION

Name _____ Date _____

School and Location _____ Interviewer _____

Home Address _____ Birthdate _____

Father's Name _____ Grade _____

1. Are you living at home with your father and mother?
2. How many brothers and sisters do you have? Tell me about them.
3. Does anyone else live with you?
4. What is your father's occupation?
5. How much education did he have?
6. Does your mother work outside the home?
7. How much education did she have?
8. Is there anything that you consider to be *special* about your family?
9. Tell me the names of some of your friends. (Circle names of 3 closest.)
10. If I were to ask them what kind of person you are, how do you think they might describe you?
11. What do you do when there is nothing that you *have* to do?
12. What do you do during the summer?
13. What courses are you taking at school this year? What were your grades at the last marking period?
14. How many study halls per week do you have?
15. If you could spend all of your time on one of your current subjects, which one would it be?

(Figure 12 continued)

16. Why?

17. Second choice?

18. Why?

19. If one subject were to be dropped from your *current* high school program, which would it be?

20. Why?

21. Second choice?

22. Why?

23. What courses are you planning to take next year?

24. In what group activities—school, church, or community—do you participate? (Consider activities of last year if this is early in the school year.)

25. Any offices in these activities?

26. Are there activities in which you would like to participate, but for some reason can't?

27. If not, why not?

28. Is there anything about your health that prevents you from doing anything you want to do?

29. What occupation are you considering *most* as a career?

30. Why are you considering it?

31. What other occupations are you considering?

32. What has your father said about your plans for the future?

33. What has your mother said about your plans for the future?

34. If you could do as you pleased, what would like to be doing ten years from now?

35. Would you like to be in classes composed only of students performing at your level?

36. Why?

37. Why not?

38. If you could have any three wishes, what would they be?

(Figure 12 continued)

39. Any additional information which you think will help us know you better?

40. Do you have any questions you would like to ask during the interview that you will have with the counselor?

41. To whom *in your school* have you gone when you wanted to talk over your plans and your problems?

42. Any comments or questions?

content that is provided. Secondly, it can be clinically analyzed. If skillfully done, hypotheses regarding the personality of the counselee can be generated. In doing this, the counselor should consider such things as the neatness with which the questionnaire has been completed, how completely information has been provided, and differences in how various questions are answered. For example, if the question were asked, "Have you had any serious illnesses in the past?" and a particular counselee responded, "Yes, measles," you might hypothesize that this individual is extremely conscious of health. Most people would not record this rather trivial event. Of course, measles can be serious, and the counselor must check this out. That is why, as with most data, only hypotheses and perhaps only inferences can be made (see Figure 13 for Biographical Questionnaire).

Just as there are some problems inherent in the autobiographical method, there are problems with the biographical questionnaire which should not be overlooked. Again, the items are subject to falsification and differing interpretations. The following are one student's responses to the questionnaire presented above. The counselor should review these responses and see if some insights to this individual are gained that would be difficult to gain through other procedures.

Figure 13

Biographical Questionnaire Completed by a Student

FRESHMAN YEAR INFORMATION

Name	John Jones	Date	8/15/76
School and Location	Jonesburg	Interviewer	Smith
Home Address	Rte. #3	Birthdate	12/18/63
Father's Name	William	Grade	

(Figure 13 continued)

1. Are you living at home with your father and mother? Yes
2. How many brothers and sisters do you have? 3 sisters, 2 brothers

   Tell me about them. The youngest is 5 and the oldest is 13
3. Does anyone else live with you? No
4. What is your father's occupation? Farm equipment dealer
5. How much education did he have? B.A.
6. Does your mother work outside the home? (deceased)
7. How much education did she have? B.A.
8. Is there anything that you consider to be *special* about your family?

   My mother died when I was 11. My father remarried and was subsequently divorced. We go to three different churches.
9. Tell me the names of some of your friends. (Circle names of 3 closest.)

   (Jim Travers) (Bill Lewis) (John Boos) & Terry Moore
10. If I were to ask them what kind of person you are, how do you think they might describe you?

    A clown, but reliable and smart.
11. What do you do when there is nothing that you *have* to do?

    Either run, play golf or read a book.
12. What do you do during the summer? Work, doesn't everybody?
13. What courses are you taking at school this year? What were your grades at the last marking period?

Social Studies	A	Phy-Ed-Health	A
Biology	A	Typing	A
Geometry	B	English	A
		German II	A

14. How many study halls per week do you have? None

(Figure 13 continued)

15. If you could spend all of your time on one of your *current* subjects, which one would it be?

    Social Studies

16. Why? It interests me, plus I like the teacher.

17. Second choice? Geometry

18. Why? It interests me.

19. If one subject were to be dropped from your *current* high school program, which would it be?

    Typing

20. Why? It is not an interesting course and I know enough typing now to get by.

21. Second choice? Phy-Ed-Health.

22. Why? I like and need the rest.

23. What courses are you planning to take next year?

Advanced Math I	Phy. Ed.
German III	Speech
English	Chemistry (?)/World Hist.

24. In what group activities—school, church, or community—do you participate? (Consider activities of last year if this is early in the school year.)

Student Council	Intramurals	Football
Track	Boy Scouts	
Debate	Golf	

25. Any offices in these activities? President of Student Council

26. Are there activities in which you would like to participate, but for some reason can't?

    Yes—The Young Democrats

27. If not, why not? —lack of time

28. Is there anything about your *health* that prevents you from doing anything you want to do?

    No, I'm close to being a bionic man.

(Figure 13 continued)

29. What occupation are you considering *most* as a career? Law—Politics

30. Why are you considering it? It interests me, I'm bright and I like to talk.

31. What other occupations are you considering? Teaching, Medicine.

32. What has your father said about your plans for the future?

    He says it is up to me, but I think he'd like me to take over the business.

33. What has your mother said about your plans for the future? She is deceased.

34. If you could do as you pleased, what would you like to be doing ten years from now?

    Running for political office, but I will probably hold off on that.

35. Would you like to be in classes composed only of students performing at your level?

    Yes and No.

36. Why?

37. Why not?

38. If you could have any three wishes, what would they be?

    Inherit a large sum of money
    Be President
    Win the U.S. Open

39. Any additional information which you think will help us know you better?

    No—other than I'm really not as "cocky" as my answers sound.

40. Do you have any questions you would like to ask during the interview that you will have with the counselor?

    Yes—the questions of what courses and a few on girls.

41. To whom *in your schools* have you gone when you wanted to talk over your plans and your problems?

    Name Ms. Murphy Position Guidance

42. Any comments or questions?

    I'll tell you when I get a few things straightened out.

The questionnaire not only generates data for the counselor but in the process of generating the data the student is encouraged to think about himself or herself. Another plus for the biographical questionnaire is that it takes little time for the counselor. Like the essay, the questionnaires can be completed in a classroom or at home. Completion in the classroom is perhaps the better procedure because in this way the time factor can be controlled and the counselor can be assured that each questionnaire will be returned. This will also facilitate filing and organization of time in terms of reviewing items. Examples of other biographical questionnaires are contained in the counselor's *Desk Reference.*

Gaining Information from Significant Others

Obtaining Information from Parents and Peers

Another way of classifying assessment procedures is according to the focus of the assessment procedure. For example, autobiographies and biographical questionnaires are student-focused. That is, the students are asked to provide data about themselves. This is also true of the interview procedure. On the other hand, the behavioral description is a staff-focused procedure. Here, someone else is asked to provide information about the individual in question. The importance of obtaining data about individuals from significant others cannot be overemphasized. All too frequently counselors rely only on test data generated from individuals, interview data or other procedures which are student-centered. During adolescence, peer relationships are of central concern to students. Thus, gaining information from peers can provide important developmental insights.

Assessment data gathered from parents and siblings. It is difficult to get to know a person without knowing about the situations and settings in which he or she has lived. This is true in terms of the person's unique home environment as well as the national or world environment. For example, Hartz (1973) has shown that the historical context has notable impact on student perceptions of self, vocational development, decision-making, etc. It has an impact on all of those facets of behavior which counselors profess to influence. For minor children the family background is even more critical. The social network of the family can shelter or compensate for the influences of the larger culture or subculture. Thus, in an effort to understand individuals it is essential for the counselor to obtain information about the home and particularly about the individual's relationship to parents and brothers and sisters. Some of the information which might be critical in facilitating individual understanding cannot be obtained because of the family's right to privacy. However, much information can be obtained without such an invasion.

Parent questionnaire. There are several procedures which counselors have at their disposal for gaining information from parents. He or she could send to the home a questionnaire which asks for information from the parents regarding those facets of development deemed crucial or critical. However, all too frequently the kinds of information gathered through this method are largely census kinds of information; i.e., name, rank, church, serial number, etc. If a parent questionnaire is to be employed, it is important to ask questions on current behavior and/or developmental concerns. The following is an example (see Figure 14).

Because of the nature of the questions asked, a questionnaire such as the one in Figure 14 should be accompanied by a cover letter which explains its purpose. Otherwise parents may view these questions as too personal. In the cover letter it is best to include statements to the effect:

Figure 14

Parent Questionnaire

Parent's name _____ Date _____

Address _____

Student's name _____

1. Father's occupation _____

   Highest educational level attained _____

2. Mother's occupation _____

   Highest educational level attained _____

3. How many children in your family? _____

   What are their ages? _____

4. What is there that is special about your family? _____

   _____

   _____

5. Who are your son's/daughter's closest friends? _____

   _____

   What do you think of them? _____

   _____

6. What health problems has your son or daughter experienced in the past?

   _____

7. What health complaints does your son or daughter express?

   _____

8. What hobbies does your son or daughter have?

   _____

(Figure 14 continued)

9. To what non-school organizations does she/he belong?

_____

10. How much time does she/he spend reading? _____

What kinds of books and magazines does she/he read?

_____

11. How much time does she/he spend viewing television? _____

What programs does she/he watch? _____

12. What is it she/he is most likely to do when there is nothing that she/he has to do?

_____

13. What activities does the family engage in as a unit?

_____

14. What family trips have you taken?

_____

15. How does your son/daughter obtain his/her spending money?

_____

16. What duties does she/he have around the home?

_____

17. What do you think are your son's/daughter's strongest assets?

_____

What do you think are your son's/daughter's strongest liabilities?

_____

18. Are there personal changes you would like your son/daughter to make?

_____

19. What education goals do you have for your son/daughter?

_____

(Figure 14 continued)

20. What vocational goals do you have for your son/daughter?

_____

21. Is there any way the school could better serve the needs of your son/daughter?

_____

_____

_____

22. Is there anything in addition that you believe we should know about your son/daughter that would be helpful in meeting his/her needs?

_____

_____

_____

_____

a. That such information is being asked from all students;

b. That the information asked for will be utilized in an effort to meet the unique needs of their son/daughter;

c. That while answers to all questions would be most helpful, the parents should feel free to omit responses to those they view as impositions;

d. That the parents should feel free to call the counselor if they have any questions or comments.

Once the data is obtained it can provide an excellent backdrop for comparison with the responses by the student on the student questionnaire. However, information gathered in this way should definitely be cross-validated with information gathered from other sources. Frequently data obtained from parents about their children suffers from a "halo effect."

Parent Inventory. Similar kinds of data might be obtained by employing an inventory rather than a questionnaire. The parent would be asked to check off a series of items which might deal with the same topics as the questionnaire. The questionnaire, however, has definite advantages over the inventory. Again, by paying heed to the mode of expression the counselor can perhaps gain some insights regarding the parent or parents who filled out the questionnaire. In contrast, the inventory

is a check-off and so provides no such expressive data. While the inventory and the questionnaire, if well constructed, can supply useful data for the counselor, neither can obtain data on the atmosphere of the home.

Parent Interview and Home Visit. The atmosphere of the home is best discerned from interviews with both the counselee and with the counselee's parents or brothers and sisters. The interview provides the opportunity to explore unclear statements and to look beneath relatively superficial statements for the underlying feelings. When questionnaires are designed to provide the most useful information, parents may resent questions as an invasion of privacy. In the person-to-person contact of an interview, after the counselor has explained the purpose of counseling, his/her questions are typically not viewed as snooping.

By interviewing parents in their home, the counselor can gain not only the information and the perceptions from the interview, but observations on the home itself. In observing the home, the counselor should do so clinically just as he or she does when reviewing and analyzing an autobiographical essay. That is, the counselor should begin by looking at the hard data—the size of the home, the spaciousness, the general quality of the neighborhood and so on. These observations should be made empathetically. In other words, the counselor should attempt to put himself or herself in the shoes of the counselee by trying to imagine what it would be like to live in that neighborhood, what it would be like to live in that house, in that family. Beyond the "hard data," the counselor should attempt to gain a perception of all variables that might be considered important in influencing the individual's development.

In conducting an interview, whether in the individual's home or in the school, it is best, if possible, to talk to both parents. Research has indicated that there can be significant differences in terms of how parents report about their children. Because parents have different perceptions and often different expectations of their children, failure to interview both parents might limit the usefulness of the information.

During the interview, it is important to keep in mind that the purpose is to gain information that cannot be obtained in other ways. All too often parent interviews are done which secure information readily generated from questionnaires. The following might provide a general guide for the kind of information which can be properly obtained in parent interviews: (Figure 15)

Figure 15

Parent Interview – Guide

1.	Health:	problems, current concerns, developmental history (when did she/he walk, talk & so on)
2.	Friends:	who are they, what do they think of them
3.	Recreation and past times:	reading habits, t.v. habits, hobbies, clubs
4.	Family relations:	how does individual get along with other family members, family unit activities, family trips
5.	Duties and responsibilities:	chores-what & when, how is spending money acquired, work experience

(Figure 15 continued)

6.	Strengths and weaknesses:	parent perceived assets & liabilities, changes they would like to see
7.	Educational and vocational information:	their plans for student
8.	Miscellaneous:	suggestions to and for the school, anything else the school should know

The following are several excerpts from reports written by counselors after making a home visitation. While these excerpts only include what she/he might have learned from observing the physical conditions of the home, they do show the importance of personal visits. (Figure 16)

Figure 16

Excerpts from Counselor's Report of Home Visitations

Mary's Home

Mary's home is a very small single story fake brick "ranch" which is located on the "wrong" side of the tracks. While the yard is large it looks unused and neglected (grass a foot high, weeds, no playing facilities). The house appears to be typical of that neighborhood.

The interior of the home matches the exterior—rundown. With four other children the quarters appear to be very cramped and noisy. No books were noticed. Parts of the *National Inquirer* were strewn around the living room and a coffee stained N.R.A. magazine was stuck to one end table.

Jim's Home

Jim's home is located in the Bluff, the town's top neighborhood. It is of stone construction surrounded by trees and "exotic" shrubs. There is both a pool and a tennis court in the backyard even though the park (which has both) is only a block away.

While the interior must be one of the most tastefully decorated in this area, it looks lived in. Current newsmagazines and two city newspapers as well as the county's weekly were lying on the coffee table. Bookshelves in the living room contained the classics, philosophy, encyclopedias and current best sellers.

The home seemed very spacious considering the size of the family.

Just as with other techniques and procedures the counselor must be cautioned against jumping to conclusions based upon what is learned and what is observed from home visitations. Information generated from the home and family must again be used only in relation with data obtained elsewhere. Not all high achievers come from family backgrounds where academic accomplishment is venerated, nor do all delinquents come from slums. For some people a bad environment can be the stimulus to lead them to accomplishment. For others it can be an excuse for accomplishing little. Here, as with other procedures, the counselor should attempt to get to know the home and family as well as possible within the time parameters permitted.

Attention to the individual as an individual and as a source of data in himself or herself should not be sacrificed to study of the home situation. The collection of data about the home and family is not likely to be fruitful unless accompanied by individual study of the person.

Sociometric Data

Acceptance by peers is usually very important to individuals, particularly during adolescence. Furthermore, within this culture, the ability to work and live with and adjust to others is frequently a prerequisite to healthy development. The school often plays a profound role both in shaping the individual's attitudes towards others and in developing social skills. This section covers procedures for assessing the individual's role in groups related to the school.

Sociometric Inventory

A widely used basic technique for studying social relations is the sociometric inventory. Through this procedure the counselor attempts to appraise the social structure of a group and the degree to which individual members are accepted.

The inventory itself is a simple short questionnaire consisting of items appropriate to a group. Each member of the group is asked to indicate which other members of the group she/he would most prefer to work with on a given activity or in a given situation. Examples of questions include the following:

1. If you could sit anywhere in a the room, next to whom would you like to sit and why?
2. In completing an intensive project for the class, with whom would you most like to work?
3. If you had the freedom to plan a group activity in a committee, with which students would you most like to work?
4. With whom would you like to eat lunch?
5. With whom would you like to attend a basketball game?

Once data has been generated from these questions the next task is to chart these responses in a sociogram. Before doing this, several factors must be considered regarding both the charting and the social groups.

While sociometric procedures can be employed at any age or grade level, social patterns change with chronological age. There is little group or social cohesion during the early primary years. This cohesion increases until the latter stages of adolescence when it becomes relatively stabilized. In employing sociometric procedures with classes it is important to realize that students can be assigned to classrooms on the basis of a number of different criteria, e.g., age, academic standing, ability level, alphabetical order, and so on. Therefore, for educational or administrative purposes a student could readily be grouped with others than those whom she/he would prefer. Moreover, it is difficult to utilize sociometric data as it relates to individuals who are new to the class. Furthermore, it must be kept in mind that sociometrics is only a measure of the social relations within that individual community.

When using sociometrics the counselor must make sure that the questions asked are relevant to the group and the group situation. For example, in the elementary classroom, the seating arrangement is considered important to the students. Thus, asking "By whom would you like to sit?" is a relevant question. This is particularly true where the seating arrangement remains constant throughout the day. However, if students are older, change rooms every fifty minutes, and believe that choosing seating arrangements is a childish act, asking them "By whom would you like to sit?" would be inappropriate sociometrically. In other words, an effort must be made to gain sincerely motivated responses. The questions asked must be appropriate to the activities relevant to that age level and to the actual opportunities for association.

Once appropriate topics have been delineated for the classroom group, related questions must be constructed. In asking students to choose fellow class members, generally the number of choices should be five. Research indicates that this is a more reliable number. Also, if any grouping is done as a result of the sociogram, the number five allows teachers more leeway. Moreover, it is generally recommended that students make positive rather than negative choices. In other words, "With whom would you like to sit?" not "With whom wouldn't you like to sit?"

The success of the sociometric procedure is contingent upon the quality of administration. Students must trust the teacher or counselor who is administering the instrument and must be assured that the results will be kept confidential. The administration of the questions should be kept highly informal. It is best to administer the instrument without any prior discussion while informing the students that their individual results will be kept confidential. Every effort should be made to obtain spontaneous responses.

The sociogram. Once responses to the questions are obtained, they may be simply tabulated or tabulated and used to construct a sociogram. The sociogram is a pictorial representation of the interpersonal relationships of the group at the time the questions were given. Construction of a sociogram is time-consuming. Thus, if all that is desired is the individual's relative degree of social acceptance, a tabulation of acceptance is sufficient. A simple way of doing this is to score a plus for every time an individual is mentioned and ignore the order of mentioning. The following is an example of questions employed, responses obtained and a simple tabulation of responses done. (See Figure 17.) In the sociogram each person is assigned a number. Arrows are drawn to show choices. Two-way arrows indicate that individuals chose each other. Circles represent girls and squares represent boys. Those in the inner circle represent the highly chosen individuals. Students not chosen or who chose no one are in the large outer circle, with others falling in between as a function of the frequency of choice. To differentiate more closely, the boys are represented on one side of the diagram and the girls on the other. (See Figure 18.)

Figure 17

Social Acceptance

Name of Student _____

Class _____

Question:

By whom would you most like to sit?

Total Students	Number of times selected	Percentage of times selected
30	20	67

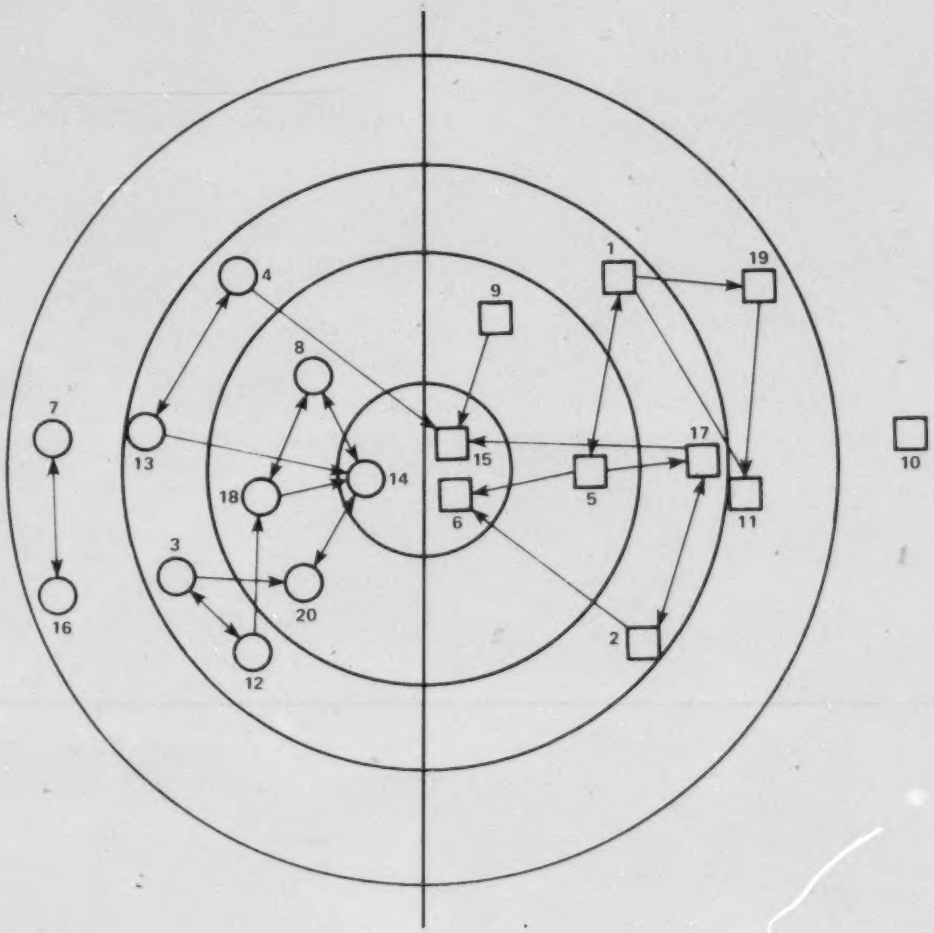
Interpreting Sociometric Data. Before discussing the means of analyzing sociometric data and making application from what is learned, several cautions must be mentioned. The sociogram is a measure of social relationship within the group. It really says nothing regarding the social adjustment of a particular person. Social adjustment implies that a person's particular need for group acceptance is being fulfilled. The sociogram does not reveal the degree of need for group acceptance by the individual. An individual may be a sociometric star yet be malajusted socially because the social acceptance does not fill his/her idiosyncratic need. On the other hand, a sociogram may reveal someone to be an isolate, but this is not to say that the individual is maladjusted socially. The individual may have little need for acceptance by members of that group or any group. Moreover, the only thing that the sociogram reveals is the social relationships within that particular group in question. A person may have low acceptance within one group and very high acceptance in another group or vice versa. The sociometric score only represents the number of times an individual has been chosen by other individuals as a preferred associate for certain actions.

The use of sociometric data should be determined by the purposes of the study. If the purpose was to identify students having difficulty adjusting to others in the group, then further study should be made of those students to verify their status. If verified through other data, then the next question the counselor or teacher needs to ask is: Why is this person isolated?" Furthermore, it must be determined whether isolation is detrimental to that particular individual's development. If social acceptance is important, then once the reason for isolation is known, some kind of remedial action can be employed.

Social Distance Scale. A similar sociometric scale is the classroom *social distance scale.* In this procedure each student is given a list of classmates and asked to indicate opposite each name one of five statements which best describes his/her feelings about that classmate. Relative to his/her own name, the individual is asked to check the statement that best describes how she/he thinks the majority of the class feels about him/her. It is possible to obtain two types of social distance scores, a self score and a group score. The self score indicates the degree of acceptance or rejection of the

Figure 18

A Classroom Sociogram



Boy

Girl

group by the individual, and the group score indicates the degree of acceptance or rejection of an individual by the group. Again, the counselor or teacher must guarantee the students absolute confidentiality to obtain reasonable valid data.

One of the advantages of the social distance scale over the sociogram is the type of results obtained. People who have used this, report that they have never found anyone who was not liked by someone, nor did they ever find anyone who was liked by everyone. Moreover, the student's self social distance score provides a clue to the degree of need to belong to the classroom group. For example, a young man whose group and self social distance scores both indicated low acceptance was found to be a young person highly interested in individual science studies and belonging to a very close extended family. In his case, a low sociometric rating did not necessarily indicate social adjustment problems.

There are several limitations to the social distance scale just as there are to other sociometric procedures. First of all, the information provided through social distance measurement does not indicate why an individual likes or dislikes, accepts or rejects another individual. Secondly, in social distance scales, students are asked to reject others. This calls students' attention to the fact that it is possible for groups to reject them and may introduce psychological problems. This constitutes a situation of stress for some. Consequently, such procedures should be used with some caution. In the final analysis, sociometric procedures including the social distance scale are subjective, exploratory instruments only. While they may provide useful data for the understanding of the individual, particularly as regards degree of acceptance within a group, information garnered through this procedure must be cross-validated with data gained from other procedures.

Other Related Techniques. Another relatively common sociometric procedure is the *Guess-Who* technique. Here the counselor or teacher describes a number of behaviors or characteristics, and students are asked to name one or more classmates who seem to best fit each description. The students may attribute as many characteristics to a student as they see appropriate and may even attribute a characteristic to themselves. Such items might include:

1. Here is somebody who always wants his/her own way. If she/he is not the boss, is not allowed to run the show, then she/he gets very angry.

2. Here is someone who is always on time, who always gets his/her work done on time, is very puntual in everything she/he does.

3. Here is someone that is always agreeable, someone that everyone likes.

A variation on the guess-who approach is one in which students select the cast for a play. First of all, the cast of characters is discussed and explained. Then the students are asked to indicate who in the class should play each part. In either of these procedures, while such items are relatively easy to construct, care must be taken so that they seem real to the subjects and are not too obviously pointed at particular individuals.

While these sociometric procedures can provide information regarding an individual's position relative to a particular peer group, this information only constitutes a step towards adequate individual assessment. Sociometric tools do not tap into the idiosyncratic needs of the individual. They only provide external data regarding an individual's acceptance by others. Anything generated must be balanced and viewed in relation to that individual's view of himself or herself. It must also be

balanced with views of that person within other social groups. Generalizations obtained from the group should not be applied to particular individuals or should be modified when applied to the individual case. Sociometric data is useful in providing a general background on trends of behavior within groups and in terms of samples of behavior which might be quite different from those obtained in an interview with a particular subject. Counselors planning to use sociometric procedures are encouraged to read Helen Hall Jennings' *Sociometry in Group Relations* (1959).

Health Information

Health is another important area of concern for the counselor. This is not to say that the counselor should engage in medical interpretations or make diagnoses, but she/he should make note of health problems which may influence the student's psychological, social or emotional development. Limiting physical or health problems may have serious implications in terms of any understanding of an individual. First of all, the counselor should obtain information on health difficulties from physicians, parents and school nurses. Secondly, the counselor should be particularly aware of health problems that the student reports, whether they are real or imagined.

Medical data must be incorporated with or viewed against the background of other data. For example, the fact that an individual should wear glasses but will not because of vanity provides some insight into his/her personality. On the other hand, a similar case where an individual will not wear glasses because of vanity but saves money and works so that she/he can buy contact lenses provides added insight. The person who transcends a physical condition, which to most would be debilitating, may reveal much about that person.

Health concerns or concerns about physical condition are so variable in their impact on the individual that behavior can rarely be predicted from the evidence available. Physical development, like all other facets of development, constitutes only part of the picture of an individual. Counselors need to relate each facet of development to all others.

Miscellaneous Techniques

The counselor must always be alert to the possibilities of obtaining information from almost any source at any time. Counselors can become glued to standardized techniques or the routine administration of tests and overlook other sources of data. Among the miscellaneous sources could be any product that the client has produced, e.g., written work, art work which has been published or submitted to the local or school newspaper; evidence of participation in community activities; newspaper articles about the family or the individual; diaries or letters; information from others who have provided special services; or special data gained from follow-up questionnaires.

For example, one young man generally described as somewhat reticent, lazy, uninvolved, and a general detriment to the school, blossomed forth into a model student and became actively engaged in athletic activities. This young man had great natural athletic ability but efforts of coaches to encourage him to participate in interscholastic sports had failed. They could not explain his sudden transformation. However, it was discovered that Bob Richards, the former Olympic decathlon champion, happened to be a close friend of the family and had stayed at their home while giving a major

address in the locale. Richards is an inspirational man who believes that commitment and effort are the key to success in life and in athletics. He expresses a fundamental belief that each person has the responsibility to develop his/her potential to the fullest. The parents had encouraged Bob to spend some time with their son and put "a burr in his blanket." The young man's blossoming out became explicable from data that the counselor obtained from the local newspaper.

Special services the student has received elsewhere can also supply important data. Those providing remedial reading, hearing, or speech services usually have the opportunity to observe an individual in a one-to-one situation. They can see responses to difficulties, to success and failure, and can discern the variability of response.

While there is little that a counselor can do with follow-up data in terms of working with a particular individual, it is important to include it in his/her file. Such data reveals the extent to which the behavior of a subject tends to carry over beyond the period in which the cousnelor worked with him/her and provides evidence of the counselor's success or failure in predicting later behavior and development.

The counselor should be attuned to any source of data or any possibilities that may provide special insight into the behavior or development of an individual.

Test Data

Background and Critical Issues

Testing is one of the sources available to the counselor in understanding the counselee, although it has been frequently over-used and misused. Many counselors administer whole batteries of tests which then are assiduously logged into a counselee's file and left there. Counseling should focus on the needs of the individual, and the administration of any test battery on a wholesale basis is questionable. The counselor should test only when she/he decides that a score may be of some value in answering questions which have arisen in the process of trying to get to know the student better and thereby promote that student's self-understanding. Mass testing may be appropriate for the school in terms of assessing overall achievement of students, but this is not the counselor's function. Mass testing is also used by industry, colleges or the military for admission or hiring. But, the counselor's job is to serve the individual; she/he is not employed as a recruiter for industry or for advanced educational institutions. The differences between testing for counseling and for placement or selection are listed in Figure 19.

It is important to note that much good counseling can be done without the use of tests. There is little research evidence that current expenditures on testing have added anything to the accomplishment of counseling goals. However, provided sufficient cautions are taken, testing can perhaps serve a viable function in the counseling process. To do so, it should, like other procedures, be tailored to the needs of particular individuals. If not, it can be a waste of time and resources. For example, it would be a waste of time, energy and money to give a clerical aptitude test to all students in the school when only a small portion would consider clerical occupations. The situation of individual counselees should determine whether or not testing will be used. For some individuals some tests should be used, for others many, and perhaps for others none.

Figure 19

Adaptive Counseling

Testing for Counseling (Schools)	*Testing for Selection* (Industry, Military, Admission to College)
Concern with *all* members of a particular situation, i.e., all students in a given school regardless of range of performances and characteristics.	Concern with *limited* numbers of applicants for work or study within a specific organization.
Unique concern with one individual at a time. Counseling is an individual affair. Averages or percentages of success are little comfort to those who are not successful.	Testing that improves over chance selection pays off in terms of the institution's primary concern.
Same obligation to all students. Individually, they are very much present and a working part of school organizations. Counselors cannot turn them away.	In a sense, no obligation to any applicant, and especially none to those not selected. Future or next steps of those rejected require no further contact, or the formulation of alternate plans.
Students are going into a future the dimensions of which are not known. Counselors work with many variables and with many unpredictables.	Selection made into a defined situation.
Concern with the individual for his own sake, his worth as an individual, *his* successes.	Not concerned with individual as such—*who* gets in not as important as getting enough in.
Many variables in persons and situations appear over a long period of time. Demands of society and differences in the definition of success by society do not permit many generally accepted definitions of success.	Selection testing can prove itself over the long run. It is effective if more successes than failures are picked.

Source: Abstracted from J. W. M. Rothney, P. J. Danielson, and R. A. Heimann, *Measurement for Guidance* (New York: Harper & Row, Publishers, 1959).

John Rothney (1972) provides the following cautions in the use of tests for individual counseling or guidance.

Counselors should not:

1. Confuse *testing* the performance of counselees with *inventorying* feelings, attitudes, interests, and what are often called personality traits. (Although inventories look like tests, they are *not* tests, and their authors do not offer sufficient evidence that they do what is claimed.)

2. Set up some mythical level of ability from a test score and expect a student to work up to that level at all times in all areas of study.

3. Compare pupils' scores with norms given for the test unless there is reason to believe that cultural circumstances are similar.

4. Give so many tests that no one has time to interpret them individually to counselees, their parents, and their teachers.

5. Be misled by test titles. Study of the items will often reveal that the christening of the instrument has concealed its true nature.

6. Expect too much from tests. They do not measure all of the school's objectives, and they provide only a small sample of what they do measure.

7. Use a test simply because others do so. The counselor uses only those which serve to answer particular questions raised by specific individuals.

8. Be taken in by the term "reliability." It has a special meaning in testing and measurement that is more limited than its dictionary meaning (p. 82).

One trap which should be avoided is labeling the testee. For example, aptitude, ability, and intelligence are differential labels attached to tests. These are concepts and constructs and have no direct relationship to the real world. When we talk about a student having an aptitude, intelligence, or ability, we are really describing how that student performs—how she/he performs on instruments which have been titled tests of aptitude, ability, or intelligence, not anything tangible that she/he possesses.

The tasks incorporated into the intelligence, ability, and aptitude tests are frequently very similar. Consequently, making inferences from student performance on similar tasks to such different entities as aptitude, ability or intelligence, places the counselor in a precarious position. The following sample exercise is illustrative of the labeling given similar kinds of performances. Look at the following test questions and indicate whether you believe the item was taken from an achievement test, an aptitude test, an ability test, or an intelligence test (Figure 20).

The items were taken from: (1) Stanford Binet (intelligence); (2) Progressive Achievement (achievement); (3) Differential Aptitude (aptitude); (4) Progressive Achievement (achievement); (5) Primary Mental Abilities (ability); (6) D.A.T. (aptitude); (7) Stanford Binet (intelligence); (8) P.A.T. (achievement); (9) D.A.T. (aptitude); (10) Henman-Nelson (group, intelligence); (11) D.A.T. (aptitude); (12) D.A.T.; (13) McQuarrie Test of Mechanical Ability; (14) Henman-Nelson (intelligence); (15) Bennett Stenographic Aptitude Test.

Figure 20

Typical Test Questions

1. A man's salary is $20 per week. He saves $14 a week. How long will it take him to save $300?

2. A rectangular field is 100 yards wide and 500 yards long. How many square yards are there in the field?

3. Multiply: .016 x .016.

4. Substract: 584
   - 302

5. Which is added correctly?

16	17
25	24
24	16
17	32
82	88

6. Which of these words are spelled incorrectly? talent behavior opperation

7. Define the word "lecture."

8. Define the word "spokesman."

9. Correct the grammar and punctuation in this sentence.

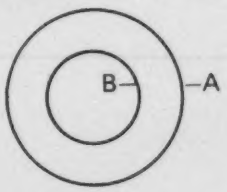
   Where did you stop at on your trip to Chicago

10. Choose the right word.

    Adorn is to embellish as conceal is to
    (1) seek (2) prefer (3) sever (4) operate (5) secrete.

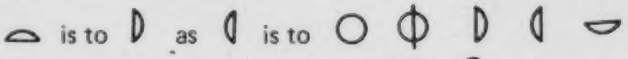
11. Select the right words for the blanks.

    _____ is to water as eat is to _____.

12. 

    Which horse, A or B, must go faster to hold his place on the turn?

13. Put as many dots in the circle as you can in the time given.

14.  is to as is to

15. Given the key 1. , 2. , 3. , 4. , 5. , write 35425.

Rothney, Danielson, and Heiman, *Measurement for Guidance,* Harper Brothers, 1959, pp. 34-35.

The first five questions deal with similar mathematical processes, all of which youngsters learn to perform in school. Yet in one case, performance is labeled intelligence, in another aptitude, in another achievement and in yet another, ability. Defining "spokesman" is supposed to measure achievement, whereas, defining "lecture" is supposed to measure intelligence. Ten and eleven both ask the student for analogies; yet one is supposed to measure intelligence, the other aptitude. Twelve and thirteen are supposed to indicate either mechanical aptitude or clerical ability.

Obviously, items from the supposedly different types of tests can be used interchangeably. Obviously, none of these measure directly the constructs incorporated in their titles. All measure only current performance. Inferences are made from sums of these items to the constructs. In other words, no matter which test is employed we only have an indication of current performances in school related tasks.

Showing that items from different kinds of tests cannot be distinguished has profound implications for career counseling. For example, if a student comes to the counselor wanting to know if she/he has the ability in mathematics necessary to study engineering, the counselor is likely to administer a mathematics aptitude test. If the student scores below the norm, the counselor may falsely conclude that the student doesn't have the necessary ability and should change goals. This would be both an erroneous conclusion and erroneous advice. What the test in fact measures is how well that student currently performs on the questions in comparison with a similar group of students who have been administered the same instrument.

The counselor who is aware of testing limitations would realize that the student's question cannot be answered by this procedure. Many options remain open to the student because the test only measures current performance. The counselor could show the individual that students who failed to perform well in mathematics at one point in their lives later performed at a high level. The individual might be shown cases where students scored low on mathematics tests, continued to do so, and later failed to perform at a high enough level to succeed in fields requiring mathematical skills. The counselor should indicate to the student that his/her score is not a measure of innate ability but a measure of selected performance in comparison with others. Performances can change. Thus, if the individual is to persist in a desire for a career in engineering, improvement in mathematical performance probably will be necessary.

How the counselor views such testing greatly affects his/her actions. If a score is viewed as a measure of *current performance* and a low scoring individual chooses a career in this area, the counselor's task may consist of assisting the individual to improve in performance. If the score is viewed as a measure of *innate abilities,* then all the counselor may have to do is tell the student she/he can or cannot perform an activity. This would amount to merely fitting the proverbial square peg in the square hole and round peg in the round hole. However, when performance rather than ability is stressed in test interpretation, the counselor's task becomes much more complex and professional.

Counselors should realize that labels attached to tests are merely that. At best, tests can only measure what an individual has learned, and furthermore, both the rate and kind of learning can change as circumstances are altered.

Tests Used in the School

In reviewing the state of the art of testing in the rural school several basic conclusions can be reached:

1. Tests are less frequently used in rural schools.

2. When tests are used, the same kinds and types are used in rural schools as elsewhere.

3. Tests have less validity in assessing rural youth because norms are most often developed in urban populations.

A brief review of commonly used tests is included in the following pages. These include:

a. Aptitude Tests

b. Achievement Tests

c. Interest Inventories

d. Personality Inventories and Problem Checklists

e. Career Education Tests

Counselors inclined use any of these instruments are encouraged to not only to consider the following reviews but also to review the test constructs discussed in Appendix A to evaluate these instruments.

a. Aptitude Tests. Aptitude, according to Super and Crites (1962), is normally defined as "the capacity to acquire proficiency." Ordinarily the aptitude test is used to predict success in an occupation or field of study. To date, usable individual tests relate to the following aptitudes: intelligence, musical talent, artistic ability and aesthetic judgment, manual dexterity, mechanical ability, spatial visualization and perceptual speed and accuracy (Super and Crites, 1962). In general, particularly in rural schools, individual tests other than for assessing intelligence are not employed. Typically, large and small schools alike utilize group-administered aptitude test batteries. The most frequently used batteries are the Psychological Corporation's *Differential Aptitude Tests* (DAT) and the U.S. Employment Service's *General Aptitude Test Battery* (GATB).

The Differential Aptitude Tests This is a battery of six aptitude and two achievement tests put out by the Psychological Corporation. The aptitudes measured include: (1) Verbal Reasoning, (2) Numerical Ability, (3) Abstract Reasoning, (4) Spatial Relations, (5) Mechanical Reasoning, and (6) Clerical Speed and Accuracy. The achievements measured under the Language Usage Test include spelling and sentence structure. This test was designed for use with high school students, grades 8-12, and takes about three hours to administer. Norms are available for each grade and scores can be converted to percentiles. Validity data primarily involve prediction of educational achievement in high school and college. For the most part, occupational norms do not exist.

The General Aptitude Test Battery (GATB) The purpose of this battery is to measure the nine factors which the originators found to underlie the most valid aptitude tests. They developed validity data and occupational norms for these factors, which include: G (intelligence), V (verbal aptitude), N (numerical aptitude), S (spatial), P (form perception), Q (clerical perception), K (motor coordination), F (finger dexterity), and M (manual dexterity).

While the GATB was written for the older adolescent and adult seeking employment through the Job Service, in recent years its use has been expanded in the schools. The battery requires about

two hours to administer. Scores are reported on a standard score basis with a mean of one hundred and a standard deviation of twenty. The norms for the GATB are expressed in terms of occupational aptitude patterns (OAP), and cutting scores are designated for the three most important aptitudes characteristic of a group of related occupations. These scores are keyed to the *Dictionary of Occupational Titles* (Super and Crites, 1962). As far as aptitude tests go, the GATB has perhaps the most extensive research base and is the most useful with the non-college bound.

Discussion. The blanket use of these batteries might be considered puzzling if counseling and guidance is viewed as a personalized affair. It would appear that one individual test with appropriate norms according to the needs of the individual counselee would be sufficient. However, the use of these batteries can be explained in terms of ease of administration, broader norm groups, popularity, and perhaps most legitimately, because individuals can be viewed as having a number of different aptitudes that contribute to a pattern of potential.

The definition of aptitude as the capacity to acquire proficiency suggests a quality which is innate. In other words, these tests are designed to measure or be an index of inherited potential. However, that which is innate is not subject to direct measurement. Consequently, what occurs is measurement of performance. From this performance measure, inferences are made to what is innate. Several important assumptions underlie the drawing of these inferences:

1. Either the performance items are not subject to influence by experience, or if performance is influenced by experience, students have been exposed to the same influences in learning opportunities.

2. There is an assumption that students do not vary in the rate at which they mature. That is, all reach a biological readiness at the same rate.

Since items are often similar from test to test, these tests appear simply to measure current performance on learned activities. Moreover, a number of students have been exposed to different environmental stimuli and different learning opportunities. Many students have not had an equal opportunity to learn those things tested. Furthermore, maturation rates do vary. Some students are less biologically ready and less motivated to perform regardless of their innate potential. For example, even if a student has the opportunities to learn what is tested, if she/he had no desire or motivation to learn the material tested for, the test would not be a measure of ability to learn, but of motivation to learn. Motivation also plays another role in this type of measurement in that there is evidence that students are differentially motivated to perform well on tests.

Given the variety of assumptions and limitations which surround aptitude testing, it is difficult to make inferences about potential from current performance on these instruments.

In counseling, particularly in vocational counseling, aptitude tests are employed for predictive purposes. Efforts are geared toward trying to help people with the next step they must take. Consequently, when aptitude tests are used for this purpose, the first concern must be the predictive validity or the forecasting efficiency of the instrument. This involves the relationship between performance on an instrument and performance in the future. An example would be using a high school senior's scholastic aptitude test score to predict grade point average during the first semester in college. The coefficient of predictive validity for this type of test, depending on the individual test, would be approximately .50, or approximately 15 percent better than chance prediction.

While this gain may seem modest, prediction of success in an occupation is much more difficult and should be approached with much more caution. In fact, Thorndike and Hagen (1959) concluded that tests cannot predict later occupational success. Ghiselli (1966) also emphasized this difficulty in using tests to predict job success and concluded that success in training (.30) is more amenable to prediction than success on the job (.19).

These coefficients of predictive validity are for groups. They give odds on the whole, in general, on the average, other things being equal. If a counselee asks what they mean *personally* the counselor can only answer in terms of odds or probabilities. In cases where predictive validity is as low as it is for job success these probabilities have little meaning for the individual. The predictive use of tests by counselors is perhaps what led Leo Goldman (1971) to conclude that the use of testing for counseling was ". . . the Marriage that Failed."

b. Achievement Tests. Achievement testing is an attempt to determine just how well a student can perform skills and how well she/he has mastered information acquired through schooling. As such, the test is less a measure of innate ability than of how much the student has managed to learn. On the other hand, both achievement and aptitude tests measure performance through items like those learned in school.

Achievement and aptitude tests do differ in terms of the means by which they are validated and in terms of the specificity of items. *With a scholastic aptitude test, future predictive validity, i.e., how well the instrument predicts future scholastic performance, is important. On the other hand, achievement test validity can best be determined by comparing the content of the items with subject matter objectives. In an achievement battery, determination of content validity is paramount. Because subject matter objectives differ from school to school and from locale to locale there is no statistical technique for determining the content validity of an achievement test instrument. It must be done by inspecting test items on a school by school basis.

Achievement tests should be selected with care. Tests contain only samples of items from various universes of content; thus, an achievement test may sample certain areas of knowledge not included in the user's objectives or inadequately sample areas which are. The major achievement test batteries are based on objectives and material contained in the most widely used text books or as suggested by authorities in particular fields. However, such emphases may be totally inappropriate for some schools in some communities.

Because achievement test results are often used to judge the adequacy of the educational system or to judge the quality of teaching, test content validity should be examined by faculty members who are professionally qualified to evaluate the representativeness of the content. The typical school counselor is not a content area specialist. The employment of an inappropriate achievement test battery for the goals and objectives of the school or a particular course can damage public relations.

It is also important to examine and judge the reliability of a test or battery of tests. **The test evaluator should examine the statistical process employed in obtaining the coefficient of reliability and examine the composition of the population used for norming.

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*See Appendix A_{16}.

**See Appendix A_{10}.

Once an achievement test or batteries of tests have been selected, staff should compute and employ the standard error of measurement in making interpretations. Counselors should not presume that an achievement test score or profile pinpoints a student's level of achievement. The standard error of measurement qualifies interpretation of scores. Thus, range should be reported and a probability statement made about the likelihood of the student's real score falling within that range.

It is also important to note the populations used to norm achievement test batteries. The make-up of the norm group might differ markedly from that of the school using or selecting the instrument. A test normed on urban youth would be inappropriate for a rural school.

The most widely used achievement batteries include:

1. California Achievement Tests—California Test Bureau
2. Iowa Test of Basic Skills—Houghton Mifflin
3. Iowa Test of Educational Development—SRA
4. Metropolitan Achievement Tests—Hartcourt-Brace & World
5. SRA Achievement Series—SRA
6. Sequential Tests of Educational Progress-Cooperative Test Division—Educational Testing Service
7. Stanford Achievement Tests—Hartcourt-Brace & World
8. Tests of Academic Progress—Houghton Mifflin Co.

For optimum validity, batteries should be changed from year to year. If not, alternate forms of the same battery should be employed. When the same battery is used year after year, a "circle effect" occurs—teachers and staff become attuned to the type of items contained. Often, perhaps inadvertently, test content is covered in class presentations. This yields a steady increase in scores from year to year for the school as a whole.

c. Interest Inventories. According to Super and Crites (1962) there are four interpretations of interests and four methods of obtaining data on interests:

1. Expressed interest – The person states whether he likes or dislikes something.
2. Manifest interest – The expression of interest through participation in an activity or occupation.
3. Tested interest – Interest measured by objective tests as opposed to subjective inventory.
4. Inventories interest – Interest assessed by means of negative and affirmative responses to lists of activities and occupations.

Interest inventories are the most common mode used in assessing interests. Two types of these exist—the so-called "empirical" and the "non-empirical." The Strong-Campbell and the Kuder D D

are examples of the former, and the Kuder Vocational C H and Ohio Vocational Interest Survey exemplify the latter. Empirical inventories are keyed to specific occupations. The non-empirical inventories are keyed to areas rather than specific occuaptions (Herr and Crites, 1972).

Strong-Campbell Interest Inventory (SCII) The most recent version of the Strong Inventory (1973) has combined the separate male and female forms into one condensed from. Items have been revised for sex bias and the results have been keyed into the six occupational scales developed by John Holland. Occupational scales have also been expanded. However, the Strong-Campbell test still basically mirros the Strong Vocational Interest Blank.

Basically the Strong Inventory calls on the subject to indicate if she/he likes or dislikes various occupations, amusements, school subjects, types of people and so forth. Scores then are compared with the scores of people actually employed in a number of occupations. The test is not timed but is computer scored.

Ohio Vocational Interest Survey (OVIS) This recently developed instrument is based upon the Data-People-Things model employed in the *Dictionary of Occupational Titles.* The 280 items yield 24 inventory scores representing the 114 worker trait groups presented in the DOT. These 280 items consist of job activities for which students indicate a degree of liking. As a result of the combination of items students are given ratings related to Data-People-Things.

Kuder Preference Record (Form C) On the high school level, the Kuder Vocational is the most widely used interest inventory. Students are asked to select which of three activities they enjoy most and which they enjoy least. These responses are combined in regard to ten broad categories of interest:

1. Outdoor
2. Mechanical
3. Computational
4. Scientific
5. Persuasive
6. Artistic
7. Literary
8. Musical
9. Social Science
10. Clerical

Scores are presented in percentiles according to category. These percentiles are based on large normative samples. The Kuder C is not keyed to specific occupations.

Other Inventories

(1) Minnesota Vocational Interest Inventory. This is an instrument constructed to measure the vocational interests of non-professional men. A total of 158 triads of occupational relevant activities are presented to the respondent, who is asked to indicate which activities are liked most and least. The format is that of forced choice—the respondent must select an item from each triad.

Scales for the instrument were constructed by comparing the responses of 21 nonprofessional groups with a tradesmen-in-general group. In addition, nine homogeneous scales were constructed from items which intercorrelated. Respondent scores can be compared to both sets of scales. The

scores on the 21 occupational scales purport to show the extent of similarity between the respondent's expressed interests and those of only *men* in the occupations named. Scores on the nine area scales are said to represent the respondent's likes and dislikes for certain kinds of work common to several occupations.

(2) John Holland's Self-Directed Search. This interest/behavior inventory is keyed to John Holland's theory of vocational choice. Essentially Holland's theory classifies personal styles and environments into six types:

1. Realistic
2. Investigative
3. Artistic
4. Social
5. Enterprising
6. Conventional

People manifesting a particular style should, for the greatest satisfaction, select an occupation which has an environment congruent to their style.

The *Self-Directed Search* was designed to assess behavior styles in relation to the six classifications. The materials provided consists of a workbook and booklet, "The Occupations Finder." By using the workbook the respondent assesses activities, competencies, attitudes, and self-estimates of abilities. The result is a three letter code representing a preferred style relative to the four areas. These are computed into a summary code. The summary code is used in conjunction with "The Occupations Finder" to locate jobs with environmental codes similar to that of the respondent.

Discussion. The value of interest inventories has not been clearly demonstrated for vocational counseling, particularly with adolescents. Until more research is done on the nature of interests themselves it will be difficult to design a measure of interest which has long range validity and stability. To date, little is known about the developmental pattern of interests in terms of when they develop and stabilize. Nor is there much information on how interest is influenced by ability, family, psychological means, or learning.

The counselor should be aware of the following problems in the use of interest inventories:

a. The scores on interest inventories can be faked either deliberately or without awareness.

b. Many of these inventories force the counselee to make choices among items which they either do not know or are not concerned about.

c. Often choices have to be made between items of unequal familiarity.

d. The mode in which items are scored does not allow the subjects to express enthusiasm or concern.

e. The results are subject to misinterpretation and they encourage the view that interests are stable and thus encourage counseling of subjects as they are without considering how they might become.

f. The cultural backgrounds of the subjects are not given appropriate consideration.

g. Predictive validity is very low, if it exists at all.

h. The statistical procedures employed are of a questionable nature.

One questionable statistical procedure requires some explanation: the matter of interpreting *"ipsative" scores.* Most of these instruments contain forced choice items; consequently, choosing one option as a "like," for example, precludes choosing another one in the same triad. Thus, items are not independent. The respondent is in fact required to indicate x number of endorsements or likes regardless of whether or not this degree of "need" exists. The result is a rank order of interests for the respondent or an ipsative score allowing comparisons *intra*-individually. However, since these rank orderings were not independently arrived at, inter-individual comparison is at best difficult. Furthermore, the forced choice format yields scale scores not independent from one another because an elevated score on one dimension will force a lower score on another. Since most statistical operations require independence of scores, interpretation of results is difficult. Bauernfeind (1962) concludes that the most accurate interpretation that might be made regarding ipsative measures is as follows:

> Your interests in artistic activities are higher—we don't know how much higher—than your own average interest—whatever that is—relative to the interests of other boys in the norm group.

One is left to conclude that there is little interest inventories can offer in helping students take their next step.

The counselor should ask himself/herself before using an interest inventory: Is it worth the time and the ocst? Does it add significantly to what the student already knows? Martin R. Katz, in the *Mental Measurement Yearbook* (Buros, 1972), cites a number of research studies which indicate that the predictive validity of interests directly expressed by students on a questionnaire or in an interview is at least as great as the predictive validity of interest inventory test results. The time required to assess students' expressed interest is only a small fraction of the time required to complete any of the interest inventories. Consideration of the cost of both inventories and direct interviews further recommend the interview questionnaire as the best technique.

Expressed interests can be determined directly by asking students such questions as, "What do you do when there is nothing you have to do?" or "If you could spend all of your time at one course, which would it be?"

d. Personality Inventories and Problem Checklists. Personality inventories are not frequently used by rural school guidance personnel. In many other situations school counselors do utilize personality inventories to assist students with social and emotional difficulties, but there are many problems connected with their use. First of all, most school personnel have a rather limited background in psychology and in personality assessment. More importantly, most of these instruments lack appropriate validity. Personality inventories usually have validity only in a clinical situation when responses to individual items are analyzed. They are not usually effective when high or low scores patterns are used, as is the case of aptitude or achievement tests. To use these inventories in the most appropriate "projective" way requires more extensive training and experience than most school counselors have been exposed to.

The recognition of personality disorder or social maladjustment is more important than the use of personality inventories. The earlier a personality disorder can be diagnosed the greater the

probability that treatment might be effective. Consequently, school counselors do have an obligation to attempt to detect such disturbances early. If the counselor employes the wide variety of procedures discussed in this text, she/he is likely to be able to recognize major personality or behavioral disorders. Once these are recognized, the counselor should refer the student to appropriate professionals.

Problem checklists. One very straightforward device for determining student problems is the Mooney Problem Checklist. The student is asked to check those problems which she/he is encountering. If the student is open and honest, the results from this instrument can be used as a screening device. (See samples from Mooney Checklist in Figure 21.)

Not all students can or will reveal the problems they are encountering In such cases, the Mooney Checklist is of little value. However, even in such cases, the counselor is not likely to equate the failure to indicate problems as manifestations of satisfactory adjustment. Thus, the Mooney Checklist is a relatively safe instrument to use and is worth including among assessment procedures.

Figure 21

Samples Taken from Mooney Problem Checklist

7. Receiving too little help from home	66. Not living a well-rounded life
16. Being timid or shy	71. Wanting a more pleasing personality
21. Taking things too seriously	76. Moodiness, "having the blues"
31. Being criticized by my parents	78. Too easily discouraged
41. Not knowing how to study effectively	81. Afraid of losing the one I love
46. Restless at delay in starting life work	86. Parents separated or divorced
51. Hard to study in living quarters	91. Differing from my family in religious beliefs
56. Not as strong and healthy as I should be	96. Forgetting things I've learned in school
61. Going in debt for college expenses	101. Unable to enter desired vocation

e. Career Education Tests. Career development tests and inventories have largely been designed to obtain data on group needs. However, since counselors are frequently the local "experts" on testing and because counselors should play an important role in career education programming, the following brief summary and review is provided.

Standardized Instruments. *The Handbook for the Evaluation of Career Education Programs* (draft, 1974) by Developmental Associates, Inc. can aid counselors in selecting standardized instruments to assess career development. During 1974 and 1975 a nationwide search and review of instruments which measured career education objectives was conducted. Over one hundred instruments were reviewed during two separate panel meetings. Panel members (at one or two sessions or both) included: Nancy Burton, William E. Coffman, Edward Lareau, Dale Prediger, Donald Super, John O. Crites, Lois-Ellin Datta, and Bert Westbrook.

The panels recommended ten instruments for use and another four as being promising. The ten included:

1. CDI (Career Development Inventory)
2. Youth Inventory
3. New Mexico Career Education Test Series—Career Oriented Activities
4. Piers-Harris Children's Self Concept Scale
5. Coopersmith Self Esteem Inventory (long form)
6. How I See Myself
7. Assessment of Career Development
8. Career Maturity Inventory
9. Differential Aptitude Tests
10. Self Observation Scale

Those recommended as being promising included:

1. New Mexico Career Education Test Series—Career Planning, Job Application, Career Development
2. Minnesota Cognitive Questionnaire for Career Education
3. Orientation of Career Concepts
4. Employment Readiness Scale

Recommendations were made and data were presented on what the tests actually measure, how they correspond to common career objectives and what their limitations are. Of the instruments approved by the panel two are worth specific comment because they attempt to assess student career development needs in a comprehensive fashion: *The Career Maturity Inventory* and *Assessment of Career Development.*

The Career Maturity Inventory This instrument, developed by John O. Crites, is designed to assess an individual's level of maturity in relation to the ability to choose a career.

Donald Super has provided the conceptual basis for this instrument. Essentially the CMI consists of two types of measures, an attitude scale and a competence test. The Competence Test is actually a composite of five subtests: (a) Knowing Yourself (Self-Appraisal); (b) Knowing About Jobs (Occupational Information); (c) Choosing a Job (Goal Selection); (d) Looking Ahead (Planning); (e) What Should They Do? (Problem Solving). In these tests hypothetical situations are presented and the individual is asked to choose one of five courses of action. The Attitude Scale attempts to assess the dispositions the individual has toward career choice and entering the world of work. Five dimensions are covered: (a) Involvement in the choice process; (b) Orientation toward work; (c) Independence in decision-making; (d) Preference for career choice factors; (e) Conceptions of the choice process.

While the original pool of items for this instrument was rationally derived, the final selection of items for inclusion was based upon empirical considerations. Those items which differentiated among age and grade levels were included. Norms have been developed for grades 6 through 12. Thus, normative comparisions can be made.

Assessment of Career Development This new instrument (1974) put out by ACT is designed for use with eighth through eleventh grades "as part of a school's developmental career guidance program." Its stated purpose is to help counselors and administrators gain the information needed to plan and develop a career guidance program and to assess programs already initiated. The scales in the ACD are structured on the following career development components:

a. Occupational Awareness

b. Self Awareness

c. Career Planning and Decision-Making

The Occupational Awareness components include items dealing with occupational knowledge, occupational characteristics and occupational preparation requirements, and formal and informal exploratory occupational experiences. The components related to Self Awareness include preferred job characteristics (job values and working condition preferences), career plans (educational plans, occupational preferences, certainty of occupational preferences), and perceived needs for help. Career Planning and Decision-Making include career planning knowledge (Basic career development principles, reality factors, career planning process) and career planning involvement (seeking information, doing and experiencing, focusing information and experience, making career plans). In addition, students are asked to indicate their reactions to career guidance experiences. Also provided is the option to include up to nineteen locally developed items. A group summary report as well as a list of the individual reports are provided. Results can be compared to norms (national or local) or to performance levels expected by the schools. Guidelines for determining expected performance levels (EPL) are provided.

Discussion. The employment of instruments such as the *Assessment of Career Development* or the *Career Maturity Inventory* requires more than mere administration. Concepts and items need to be analyzed to see if they include those which are of local concern. These instruments are based upon the authors' conception of vocational maturity and subject matter contributing to vocational development. If local program planners and developers have a differing conception, then employing either of these instruments would be measuring by the wrong yardstick.

While ACD does allow criterion referenced assessment locally selected, the selection of criteria at this juncture would undoubtedly involve subjective judgment. Empirically validated standards and criteria must be established. In the words of Garth Sorenson (1974):

> Given my view of counseling and program evaluation, it seems to me that we need a criterion-referenced test battery that samples the entire domain of knowledge and skills that a student must master in the process of preparing for a career. Such a test battery would not necessarily show a student's rank in relation to other students. But the battery I am imagining would provide detailed information about what a student has learned at a particular point in his career and what he needed to learn next. It would reflect counterproductive as well as productive learning. Such a test would be truly diagnostic in that it would not only report a student's standing in relation to an absolute norm, but would also indicate his specific weaknesses and the kind of training he needed to correct those weaknesses. It would be valid for curriculum evaluation. Such a test would be complex and might be time-consuming; it would probably need to be constructed as a part of an instructional system (p. 56).

While such instruments do show promise for aiding with the development of group programs, they are less useful in the counseling situation. Even regarding vocational matters there are *personal* choices to be made and counseling is a personalized affair. There may be similar situations and patterns of vocational development, but there must also be some one person who accepts the responsibility for assisting the individual in analyzing unique problems. Particularized knowledge of the individual can only be garnered through intensive study and not through group assessment procedures.

Summary

The appropriateness of the use of tests in guidance is contingent upon one's view of both man and the role of counseling and guidance. If man is seen as more than a composite of traits and factors then the utility of standardized scores which present partial information relative to some norm group at some point in time is questionable. Gordon Allport in *Pattern and Growth in Personality* (1965) illustrates the fact that it is not the parts which are crucial to understanding an individual but the way the parts are organized and interrelated:

	Quality A	*Quality B*
Individual	*Intelligence*	*Dominance*
John	90 percentile	10 percentile
Henry	10 percentile	90 percentile

> Here we are told that John is a very bright fellow but quite submissive; Henry is dull but dominant. So far so good. But may not Quality A interact with Quality B so that a new unit is formed? May not John be a brilliant follower, Henry a stupid aggressor? And the flavor of their conduct will be further altered by their other qualities, so that the emergent pattern is not predictable from the universals. A molecule of water and of peroxide have the same universals—hydrogen and oxygen; they differ only quantitatively (H_2O and H_2O_2), but a small quantitative difference leads to totally unlike products. Try them on your hair and see.
>
> The problem of individuality, then, is not how John's intelligence or dominance compares with these same qualities abstracted from other people, but how John's intelligence is related to his dominance, to his values, to his conscience, and to everything else in his personality. It is the "inside system" that baffles a conventional science of universals (pp. 9-10).

In Allport's view, every person deviates in thousands of ways from the hypothetical average, but it is not the total of these deviations that is his/her individuality. Again, the essence of the individual is the interrelationship or patterning of the parts.

To get to know a person, we compare his/her characteristics with three sets of norms: universal norms, group norms, and idiosyncratic norms. Or as Kluckhohn and Murray put it:

Every person is in certain respects:

a. like all others (universal norms)

b. like some others (group norms)

c. like no others (idiosyncratic norms)

Universal norms are used when we compare the person with the general population of human beings we have known. An example would be saying John was tall, short, etc. Universal norms shade into group norms. Here we compare with others in this or that group, e.g., if we say John has an I.Q. of 90 we mean that he scored slightly below average for the group that has been tested with a particular instrument. After we really get to know John we set up our own expectations for him. If one of his actions does not fit our expectations we say "he's not himself today." To understand John we need to get to the individually prescribed norms. John has many characteristics similar to all humans, and many that resemble his cultural fellows, but to know him we need to know how he weaves them into his own unique system.

Assessment, as typically carried out, only involves getting to know a student in relation to group norms. Yet, the counselor is charged with helping each student cope better, make decisions and understand himself/herself better. Obviously to achieve this, the counselor must come to know his/her counselees well, to know each person's idiosyncratic norms. This requires assessment beyond the use of standardized norm-referenced tests.

Recommended Inventory Procedures

Because of the complexity of each student any standard list of recommended procedures would be both inappropriate and insufficient. However, counselors should establish a minimum list of standard inventory procedures. In making our selections we tried to maximize returns by selecting a number of procedures which help promote student self-understanding while concomitantly producing data which enable others to understand them better. We also tried to select those procedures which are most time effective for the counselor. Obviously, any list must be augmented in light of special situations in the school as well as according to individual needs. The assessment program should at least include data obtained from:

Behavioral descriptions from staff

- anecdotal records
- critical incidents

Autobiographical essays

Student questionnaires

Parent questionnaires

Parent interviews and home visits

Achievement test batteries

Problem checklists

Personal interviews

- The behavioral descriptions should be generated at least twice a year, once in the late fall and in early spring. Teachers should receive in-service training regarding descriptive techniques and behavioral topics.

- Student questionnaires should be completed in the early fall in conjunction with homeroom or some class.

- Essay data should be obtained at least once per year in cooperation with classroom teachers.

- Parents should be interviewed at least twice—once prior to or during the freshman year and once prior to or during the senior year. The freshman interview should take place in the parents' home. Ideally, if time permits this could be done during the summer months.

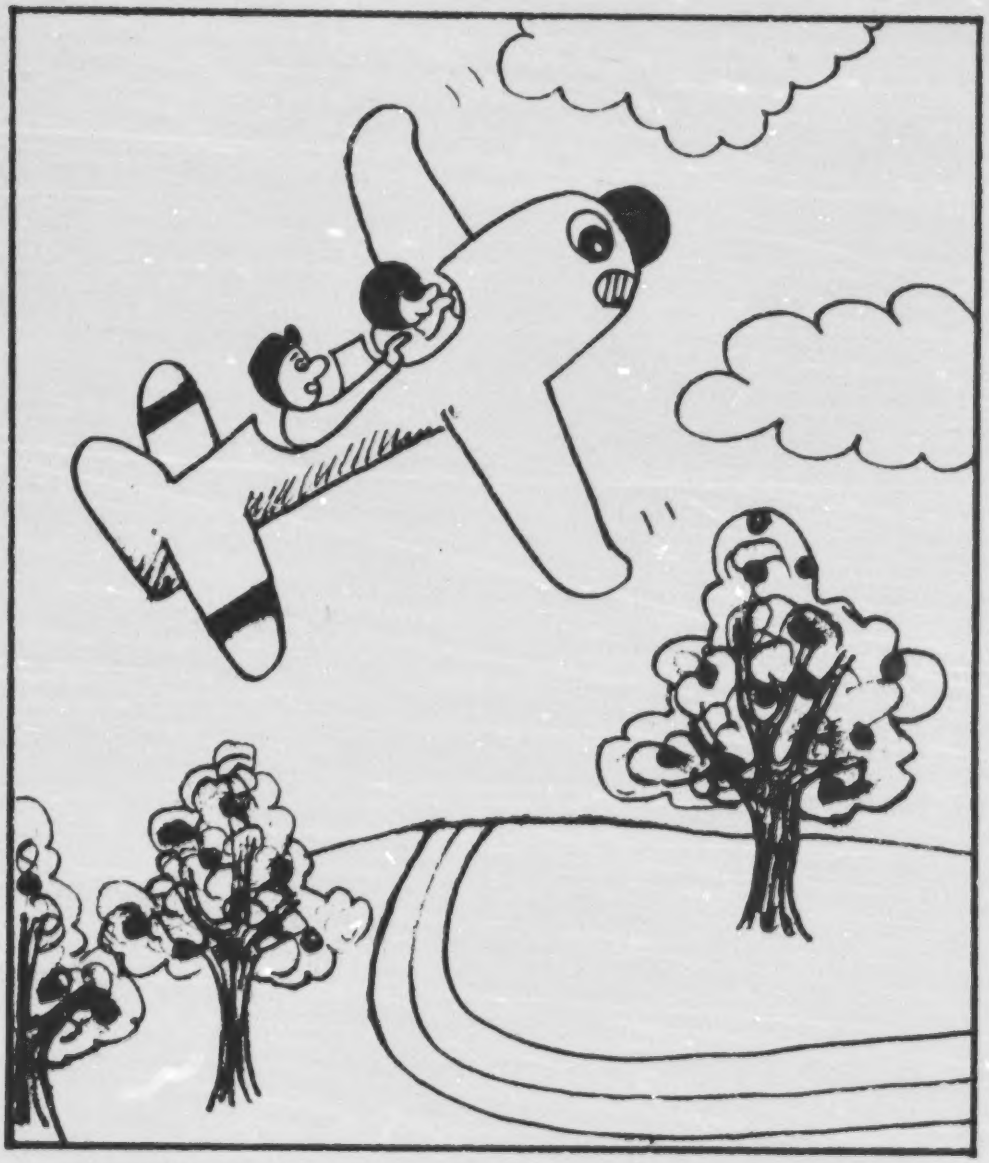
- An achievement test battery should be administered on a yearly basis. The instrument used should be selected with the assistance of the school staff.

The *Mooney Problem Checklist* should be given, or "write a problem" technique should be used, in the early fall. In using either of these procedures it is best if the counselor takes charge of the administration. Counselors can do this by taking over classes. In using either technique it is important that the counselor clearly inform the students of the purpose for the procedure and assure them of its judicious use.

Since the heart of the Counseling and Guidance Program is the counseling interview, each student should be interviewed at least once during each year. These interviews should be summarized and incorporated with the other data. Optionally, other data gathering techniques should be completed prior to the individual interview so that this other data can provide focus for the interview.

CHAPTER III

COUNSELING INTERVIEW SERVICE



s I think I'm lost
c Mm Hm–
s Do you think I should call in for help?
c Mm Hm. Have you checked your omni?
s I'm sort of mixed up about that gadget.
c Mm Hm. Do you see any landmarks you recognize?
s Wish I did.
c Great Balls of Fire! You idiot! That's Highway 60 right under you!
s Oh yea. Gee, Counselor, you're human after all.

CHAPTER III

THE CAREER COUNSELING INTERVIEW SERVICE

Background and Definitions

Rural school counselors rub shoulders with students and their families at any number of events in a week. Athletic events, school concerts, plays, forensics, and dances are activities which school faculty attend or chaperone. Off campus, the counselor may meet several students' parents at the Green Valley Supermarket or have a member of the basketball team. Change his/her oil at a local service station. Church, recreational, and community events provide other casual contacts with students. A counselor who is involved in the rural community has every opportunity to get to know the members of that community.

These casual and friendly relationships can have a direct influence upon the career counseling program and particularly upon the counseling interview service. A counselor should try to get to know all students. Life in a rural community makes this more possible than in urgan areas.

Perhaps community participation is a type of "homework" for a counselor, along with helping out in community service projects. These are things which are natural for any citizen to do, and if these activities make the rural counselor more expert in his/her job—so much the better. In no situation will prior personal knowledge and contact be more helpful to the counselor than in the counseling interview service.

The interview service is the counselor's central service. Among all the techniques and procedures available to the counselor the most flexible,the most needed, and the most effective is the interview. How it is used should be contingent upon the needs of the individual and the school and program situation. In rural communities the two participants in the counseling interview process gain time and momentum by having met before their first encounter in the counseling office.

Definition of terms. To many, the word counseling is synonymous with the one-to-one interview between counselor and counselee. Others talk of group counseling and some consider that only therapeutic interviews are true counseling interviews. In this program, counseling refers to all the duties performed by the counselor on behalf of the individual counselee and all the services intended to facilitate either individual development or proficiency in coping with developmental tasks. By this definition, group counseling is a misnomer, and the therapeutic interview is only one among a number of types of interviews that counselors might use to help individuals.

Guidelines for Using the Counseling Interview Service

While the interview can have many purposes, within the perspective of this program, there are certain limitations on the interview service. In Career Counseling the Counseling Interview Service is:

1. *One service among a program of services.*

   Because of limitations of time and resources, the school counseling interview service is predicted on prior activities, particularly individual inventory activities. The interview is followed by other activities designed to aid in attainment of individual developmental goals.

2. *A service focused on positive growth and development.*

   It focuses on positive growth and development. It is not intended to be therapeutic but to facilitate the development of the individual's ability to cope with career development tasks. All students may participate in these services, not just those with problems. While the services offered many be remedial, the primary focus is prevention.

3. *A one-to-one personal service.*

   The counseling interview is a one-to-one service. Often the individual is provided few opportunities to talk personally about himself/herself. Such opportunities seem to be greatly needed. The counselor who chooses to utilize a large portion of his/her time in group work is failing to serve this need.

4. *It is a professional service.*

   Interviewing is a purposeful form of communication requiring special professional training and skills. Much of the counselor's formal graduate training focuses on one-to-one interview skills. Because all people converse, many believe they can counsel. However, particularly in problem cases, the wrong kind of "talk" can do more harm than good. Thus, counseling interviews should only be attempted by the professional.

5. *It is a service made available to everyone.*

   Because it is a service focusing on positive development, including self understanding, coping, and decision-making, counseling can be of benefit to everyone. Thus, each student has a right to services and they should be offered to each student.

6. *It is a service in which the counselor's concerns for development are paramount.*

   Counseling interviews are not performed to discipline, or to set school policy, or to promote social goals. The needs of the individual must be transcendent.

7. *It is a service based upon a limited number of contacts.*

   If the counselor is to make interview services available to each student, the number of contacts with individuals must be limited. The number of sessions with any individual cannot be rigidly set, but the counselor should not design his/her schedule so as to serve the few at the expense of the many.

8. *It is service based upon interviews of a limited duration.*

Counseling interviews in the school setting must be based upon the time framework of the school schedule. In other words, the counselor must set the duration of counseling interviews to fit within appropriate limits to coincide with class periods. Fifty minutes is the longest time period advisable for an interview since most class periods are no longer than this.

The Counseling Interview

The interview is a multi-purpose technique which, like other program practices, is designed to promote individual development. It can be used to introduce, to inform, to assess, to evaluate, or to fact find; or it can be used as a vehicle to change or modify behavior. Program and individual needs dictate its form.

No procedure is more commonly used by the counselor that the interview, and no procedure has more potential value when properly used. The interview can be regarded as a conversation between two people in which the counselor is a trained professional who is attempting to understand and assist the counselee. The interview is distinguished from ordinary conversation because it is purposive in nature. Its purpose should be clearly recognized by both the counselor and the counselee. When it is clearly designed for a particular purpose, and techniques are employed consistent with such purposes, the interview is the best instrument that the counselor can employ.

In this program, the following topics concerning use of the counseling interview will be discussed:

- The need for rapport in the counseling interview
- Verbal techniques and skills which can be used
- Types of interviews a counselor can employ

In the problem solving interview section two general topics are reviewed:

- Vocational problem solving
- Decision-making

In the concluding section of this chapter, a brief presentation is given for:

- Note taking
- Interview scheduling

Rapport or Relationship and the Interview

Rapport between the counselor and the counselee is critical to the success of the counseling interview process. This is true no matter what the immediate purpose of the interview might be. Rapport or "relationship" has been subjected to extensive study and research. In order for a relationship to develop, the counselee must perceive the counselor as possessing certain qualities. First of all, the counselor must be seen as genuine or sincere in his/her interest in the counselee. Secondly, the counselor has to be viewed as being both an able technician and a competent person. These usually include: warmth, genuineness, positive regard, and empathy. The counselor has to be seen as warmly accepting the counselee, as being openly himself/herself, and as being able to perceive things from the counselee's frame of reference.

Usually discussion of means to develop this kind of relationship revolves around the counseling interview and what verbal and nonverbal responses and leads a counselor should employ to accomplish this end. In the school situation, particularly the small rural school, the counselor has at his/her disposal many more opportunities to develop relationships than just the interview process. She/he can demonstrate the critical personal variables in the way she/he lives and acts within the community and school. The nature of social relationships in a rural community can speed and facilitate the entire interview process. Thus, the rural school counselor should build upon these sociological factors in planning his/her counseling interview service.

Verbal Communication Skills

While the school counselor often engages in interviews differing from those typically conducted by the therapist, the communication skills most often viewed as appropriate to the therapeutic interview are useful in other interviews as well. Certain response modes and leads are particularly effective in each stage of the counseling process. Some encourage the counselee to talk and explore his/her feeling. Other responses suggest an awareness that the counselor is concerned and listening. In other words, some types of responses are most effective in *rapport building,* others in *focusing,* and still others in *problem solving* or *task resolution.*

In clinical settings proper use of these lead and response techniques is absolutely crucial because the verbal and nonverbal interaction during the counseling interview sessions is the only contact between the counselor and counselee. On the other hand, in the school setting, with proper use of these particular techniques, the skilled counselor can help students in ways she/he otherwise would not be able to help them. Moreover, the counselor skilled in these techniques can adapt them to meet the contingencies of the situation. The selected use of lead and response techniques provides the counselor the means to insure that his/her verbal behavior during the interview is consistent with its overall purpose.

Described below are categories of response and lead techniques. Each technique is accompanied with a description of the "usual" or "typical" impact this technique can be expected to have on the counselee. Because a response technique can be used for more than one purpose and because the same purpose can be achieved in several ways, some responses are repeated in several categories.

In presenting these techniques we assume no theoretical stance regarding which are best. In our view the correctness of a response or lead is contingent upon its appropriateness to the purpose for which it is used. Following the description of each lead or response is an example of its use and its expected impact.

Talk encouragement. Frequently it is the desire of the counselor to get the student to take responsibility for the topic of discussion or to say more about a topic. Responses which typically facilitate these results include:

1. acceptance
2. clarification
3. reflection
4. restatement
5. silence

These response techniques are particularly useful early in the counseling interview process because typically the counselee doesn't say enough about himself/herself to give an adequate picture of his/her concerns.

1. acceptance

This is a non-directive technique by which the counselor indicates she/he is interested in and accepting of what the counselee is saying without interrupting the individual's train of thought or speech. This technique involves both the provision of nonverbal and verbal cues by which the counselor tries to encourage the counselee to continue. Verbal cues include a brief yes, uh-huh, I see, go on, and?, then? Nonverbal cues include nodding, appropriate facial reactions, eye contact, and gestures which beckon.

For example: s. Man, was I ever angry at my girl last night!

c. Uh-huh

2. clarification

With this type of response the counselor verbalizes what she/he thinks the counselee is trying to say in an effort to clarify or simplify, or provide focus to the counselee's communication. There are several types of clarification which have multiple purposes:

a. clarification of affect
b. clarification-cognitive
c. clarification-semantic
d. summary clarification

All the above are effective in relationship building and all except summary clarification are talk encouraging.

a. Clarification of affect

This is a technique through which the counselor focuses on the affective dimensions of what the counselee has said. Generally, it has the impact of reinforcing discussions of emotions clarified.

s. Tuesday I blew my stack at mom and. . . . Yesterday in Math, Mr. Jones really got to me. . . . Last night Jane and I got into it again.

c. These last few days you've blown your top at a lot of people you care about, and from what you seem to be saying, you'd like to talk about this anger.

b. Clarification-cognitive

Through this the counselor focuses on the cognitive or factual aspects of what the counselee has said. She/he reinforces and thereby encourages discussion of factual matters. This technique is often used when it does not seem appropriate to talk about underlying emotions.

s. Wow, I went to the dance and. . . . I'm getting into the top sorority in school. . . . My grades are fine. . . .

c. (The counselor knows from her past history that she has not had much social or academic success in the past but believes she is not yet ready to talk about her feelings about this success.) You've been very busy lately.

c. Clarification-semantic

Through this technique the counselor tries to make sure she/he understands the counselee's message. This procedure is usually employed when there is a language gap between the two associated with some subcultural group of which the counselor is not a member.

s. This dude lays a heavy rap on me and my bird takes off.

c. You and your friend got into a discussion so your girlfriend left.

d. Summary clarification

This technique is used when it appears to the counselor that a topic has been sufficiently covered. The counselor organizes the essence of what the counselee has said. The usual result is closure on that topic if it adequately covers the counselee's concerns.

s. . . . I guess that's about it.

c. O.K. so all of these problems at home and at school have been what has led you to decide to drop out of school and get a job.

3. reflection

Reflection is discussed in detail below under the heading of exploratory responses. Reflection is a technique that serves several purposes. It is talk encouraging and also leads

the counselee to explore his feelings and behavior. In using this response the counselor attempts to mirror the feelings of the counselee.

s. From the first day of school this year, I've been having trouble with math. I've never had trouble with it before. In fact I've always liked math. Mr. Holmes doesn't help the situation. He's always calling on me in class and making me feel like an idiot.

c. You're frustrated.

s. Nothing I do in his class seems to turn out right.

4. *restatement*

This is a technique which essentially involves mirroring the verbal expression of the counselee by restating what she/he has just said. Done attentively and in an accepting way, this encourages the counselee to continue in the same vein.

s. I don't know what job to take.

c. You don't know which to take.

5. *silence*

In our culture, silence is an unexpected response during a verbal encounter. The silent "partner" puts pressure on the other to continue speaking. In counseling it can be used appropriately to encourage talk if the counselor silently demonstrates attention, acceptance, and the expectation that the counselee should continue.

s. I really, I mean really was upset last night.

c. _____

General leads. General leads are statements or questions the counselor uses in order to get the counselee started or to get him/her to address a different aspect of concern. In this manner, general leads serve to suggest a possible topic or introduce a new topic which the counselor believes to be relevant. Frequently, general leads follow a summary clarification. For example:

s. Yea, I guess what you say pretty well sums it up.

c. O.K. then, how about things at home.

Generally, if the counselor wants the student to begin from his/her own frame of reference, the broader the lead the better. In the example given, by asking how are things at home, the student is provided the opportunity to discuss anything of concern regarding the home situation. If the counselor had wanted to know about the student's relationship with his/her parents then the lead would have more closely focused on that issue.

Exploratory Responses. Exploratory responses involve that group of responses which the counselor employs to get the student to take a closer look at himself/herself and perhaps explore feelings and ideas in more depth than she/he otherwise would. Exploratory responses include:

1. reflection
2. selective reflection
3. probing
4. diagnosis
5. tentative analysis
6. misinterpretation
7. projection
8. interpretation

1. Reflection

Reflection is a non-directive procedure through which the counselor attempts to mirror verbally the underlying feelings communicated by the counselee. This does not include interpretation, but merely verbalization of feelings not directly stated by the counselee. Ordinarily, if done in a non-threatening manner, the reflection of underlying feeling leaves the counselee with the belief that the counselor is both really listening and really understanding. Usually, the counselee continues to explore these feelings more fully. This is a particularly powerful technique for assisting the counselee in gaining self-understanding and for building a relationship between the counselor and the counselee.

s. I think about going out on dates a lot and in study hall I sit next to Mary and we talk a lot, sometimes walk together down the halls but I've never quite gotten around to asking her to go anywhere or anyone else for that matter.

c. You seem to be a little afraid.

2. Selective reflection and Selective restatement

These are techniques that can be used to get the counselee to elaborate on a specific feeling or topic. The counselor selects a particular topic or attitude from a group of topics or feelings expressed by the counselee and verbalizes a selected singular element. This selected emphasis stimulates further discussion of that particular aspect of the problem or concern. The approach is useful for encouraging the counselee to discuss those aspects of a problem which the counselor believes are most in need of further discussion or clarification. In this approach, the counselor actually manipulates the topic under discussion without the counselee's awareness.

s. Oh, a lot of things have been happening lately. My girlfriend is mad at me—things are really a bummer at home, but I've been studying really hard and so far have been getting super grades.

c. (The counselor, being aware that this young man's response to interpersonal troubles is to throw himself into his studies, chooses to reflect what he thinks is the major concern.)

You're having trouble getting along with those people you care most about.

3. *Probing*

Probing is a directive technique. It involves asking a series of direct questions. This is usually done for the purpose of helping the counselor get more information about the counselee's particular problem or concern. Extensive use of this technique, particularly early in the counseling interaction, tends to build the interview around the counselor's questions and the counselee's answers. In other words, it places responsibility for the direction of the interview directly on the shoulders of the counselor. For example:

c. Who sent you here?

s. Miss Brown.

c. Why?

s. I don't know.

c. Well, something must have happened.

s. I guess she didn't like what I did.

c. What did you do?

s. I. . . .

4. *Diagnosis*

Diagnosis is used to help the counselee better understand himself/herself and explore ideas further. The counselor tells the counselee what she/he thinks the counselee's problem or concern is. It is a procedure which the counselor normally uses after studying what the counselee has previously said together with all other information gathered.

s. Well, what do you think?

c. Well, based upon what you have said, and from these exercises that I had you do, and the tests that you have taken, it seems to me that you have failed to explore adequately the alternatives open to you.

5. *Misinterpretation*

The counselor deliberately misinterprets what the counselee has said. The objective is to get the counselee to verbalize more or in greater depth on a particular topic. In essence, by misstating what the counselee has said, the counselor tries to make him/her believe that she/he has not expressed ideas or feelings in a clear fashion.

s. My mother, she just doesn't seem to want to try and understand what I'm trying to tell her.

c. You really don't care much about your mother. . . .

7. *Incomplete statement*

In using this technique the counselor begins a statement which she/he stops before completing. The purpose behind this approach is to get the counselee to pick up on it. This is a somewhat indirect way through which the counselor attempts to get the counselee to consider a particular point or course of action which the counselor deems important.

s. I really want to go out on dates but when it gets time to asking somebody I just never get around to it. I guess maybe I'm shy.

c. If you went up to Mary and asked her for a date, you think. . . .

8. *Projection*

Projective techniques are those used in an attempt to get the counselee to see his/her problem from alternative viewpoints. The counselor asks the counselee to project himself/herself into someone else's frame of reference, into a different time reference, or into accepting the alternate courses of action. Asking the counselee to project himself/herself into another point of view is done to assist him/her in seeing the ramifications of taking different courses of action.

s. I'm kind of afraid to ask Mary for a date.

c. If you were Mary, how do you think you'd react to your asking Mary for a date?

or

s. I really don't know whether I should take the job or not.

c. Assume you did, how do you think your life would change? (Assume you didn't, what impact do you think it would have on your life?)

or

s. I don't know whether I should take the job or not.

c. Try to imagine yourself five years from now. Where do you think you will be? What do you think you will be doing?

9. *Interpretation*

The counselor attempts to restructure what the counselee has said into some theoretical framework and thereby explain the underlying motivation for some of the counselee's behaviors. The result of an interpretative response is contingent upon the relationship between the counselor and the counselee. If the relationship is relatively strong, it is likely that the counselee will accept the interpretation. When this occurs, it often accelerates insight into self. However, if the counselee does not accept the interpretation often he or she becomes anxious about saying anything. The interpretation of underlying motivation is more often associated with psychoanalysis or psychotherapy than with counseling. Therefore, many believe it to be a relatively inappropriate technique for the school situation.

s. I know I could do a lot better in school and I know my parents really want me to and I really think I'd like to please them but I end up just not working on it.

c. It seems to me that your failure to achieve what you should in school is the result of your subconscious resentment for your sister who reminds you of that domineering grandmother of yours.

Techniques Designed to Facilitate Counselee Change. In addition to the techniques already given, there are a number of responses that the counselor can use when the purpose of the interview (or part of the interview) is to bring about behavioral change on the part of the counselee, or to change the counselee's frame of reference, or change his/her verbal behavior. These techniques are generally more directive than the responses classified under talk encouragement or self-exploration. They include:

1. reassurance
2. approval
3. advice
4. information giving
5. illustration
6. suggestion
7. moralizing
8. urging
9. confrontation
10. rejection

1. Reassurance

This is a technique which the counselor employs in an effort to make the counselee feel better or to reduce his/her anxiety or concern on a particular topic. In can be used to avoid talking about particular topics. Care should be taken in using reassurance because it might be judged to be a rejection of the counselee or his/her concern. On the other hand, if used properly it can be effective in reducing anxiety.

s. (9th grader) I heard that it's really tough to get into Harvard and I think I want to be a historian and I'm afraid if I don't get into Harvard I'll never be able to get a job after I get out.

c. Well, it's really four more years before you really have to worry about getting into a college. Why don't you just go ahead and keep plugging away at your studies and let things take care of themselves for awhile.

2. Approval, Reinforcement

This is a technique whereby the counselor attempts to influence the counselee's behavior by expressing approval of something the counselee has said or done. If there is a strong relationship between the counselor and counselee, reinforcement tends to increase the probability of reoccurrence. If it involves some topic, reinforcing what is said will usually keep the interaction in that vein. If it is behavior, it is likely that the behavior will be repeated.

s. Well, I wrote up my resume.

c. Good, good.

s. Now I think I'm going to make out a list of employers and send it out.

c. Great, seems like you're right on track.

3. *Advice*

Advice is the technique whereby the counselor tells the counselee what to do. Frequently in counseling, advice is received negatively by the counselee. As a result, advice giving is often viewed as inappropriate in counseling because it seems to undermine the independence of the counselee. However, advice giving is a very complex process. The appropriateness of advice is contingent upon the individual case. Sometimes the counselee is under the gun and is faced with an immediate choice which does not permit the adequate exploration of alternatives. At such times, the counselor can give advice and assume some of the responsibility for the decision. At other times, the counselee's choice will definitely have negative consequences for him/her. When this is the case, a counselor who is reluctant to give advice may indeed be remiss in his/her duty. Whether or not the advice is accepted and acted upon by the counselee depends upon how the counselee perceives the counselor.

s. Oh, I guess I'm kind of still uncertain about going to college or not. One time I think I want to and another time I don't think I should.

c. Well, from what you've said in the past, I seem to think that you do want to go. The point is that unless you get your application in right now to those schools you have considered, there's no question that you'll be too late to get in.

or

s. I know I'd like to go out on dates but I'm afraid I might get turned down. What would you do if you were me?

c. Well, I think I'd go up to Mary and just flat out ask her—Do you want to go to the dance with me on Saturday?

4. *Information giving*

Information giving as it relates to the counseling interview involves the supplying of information that is not known to the counselee or not readily available elsewhere. Giving too much information during the interview often sets the counselor up as an information source

and frequently reduces the opportunity to discuss the personal side of the information. When factual information has a direct bearing on the counselee's problem or concern, it should be given during the interview.

s. I know I need a job in order to help the family out—at least a temporary job but I don't know where to begin in terms of looking for one.

c. We now have a Job Service person working in the school. You can go down to room 202 and register with Mr. Smith. Tell him that I sent you and ask him if he would call me afterwards.

5. *Illustration*

The counselor attempts to give the counselee an example in order to suggest ideas or courses of action which she/he might follow. Such illustrations might be personal from the counselor's own background, or impersonal. The impact of such illustrations are very dependent upon the situation and the case in question. If the relationship is strong and the counselor uses a personal illustration it can be very powerful because it does not allow the counselee freedom to accept or reject the illustration without risking offending the counselor. On the other hand, an impersonal illustration allows the counselee more latitude to accept or reject the ideas that are incorporated.

s. I just wish I knew what to do about this whole dating business.

c. When I was your age I had a similar kind of fear and the thing I did was just go ahead and. . . .

or

s. I wish I knew what to do about this dating business.

c. I knew a guy once who had a similar kind of fear of asking girls out and what he did was. . . .

6. *Suggestion*

Suggestion as a response is similar to advice, except that the counselor only interjects some possible courses of action for the counselee. Thus, the counselor does not directly tell the counselee what to do. The counselee then has more latitude to accept or reject the suggestions.

s. I wish I knew what to do about this dating business particularly in trying to get a date with Mary.

c. I guess maybe you've thought about getting your sister to feel Mary out about the possibility of going out with you.

7. *Moralizing*

The counselor expresses approval or disapproval regarding moral or ethical principles. If a strong relationship exists between the counselor and the counselee, this can be an effective

procedure for assisting the individual in developing an altered concept of self. However, if not handled well, this procedure can cause considerable resistance and be damaging to the counseling relationship. While it is important that the counselor not try to hide his/her values, the use of these values to pass judgment on the counselee's behavior must be done with caution.

s. Well, my dad knows the coach real well. I guess maybe I could ask my dad to put in a good word for me.

c. But you wouldn't feel very good about having him do that, would you? It really wouldn't be the right thing to do, would it?

8. *Urging*

This response procedure is related to the giving of advice. The counselor makes a concerted effort to get the counselee to follow through on the advice given. Its impact on the counselee is contingent upon the relationship between the counselor and counselee. It can be used effectively particularly when the counselor really does know what is best for the counselee. However, again it is a case where counselor assumes responsibility for the student.

s. Well, I guess I really should make application if I am going to go to college.

c. Yes, you should—you should get on it right away and not put it off. This is something that you have to do right now so let's get with it.

9. *Confrontation*

By confronting the counselee, the counselor points out contradictions in what she/he has said or done. Effective use of confrontation requires a strong relationship between the counselor and counselee. When the relationship is strong, confrontation can assist the counselee in re-examining decisions or reappraising self.

s. Well, I'm not really sure that that's what he meant but I have to stand up for myself so I slugged him.

c. You said before that you'd really like to get along with the rest of the kids here and you'd go out of your way to do it. Now your're telling me that you hit somebody even though you're not really sure what he meant.

or

s. So, I've decided to drop chemistry.

c. You said before that you wanted to get into medicine or dentistry and now you're saying because chemistry is difficult you're going to drop it.

10. *Rejection*

Rejection is a procedure in which the counselor uses extreme means as an attempt to get the counselee to reverse a course of action or decision. This usually has one of two results.

Either it gets the counselee off dead center or it terminates the counseling interview process.

s. I really would like to get a date with Mary but I just haven't gotten around to asking her but I think I will I guess.

c. Well, you've been saying that for a long time now. I really don't think you can. I just think that you're too much of a pussyfooter to do anything.

s. What did you say? Of course I will.

c. I think you just like to hear yourself talk. When it comes right down to any action, you're chicken.

The categories above are not mutually exclusive. Some responses encourage talke and encourage the counselee to explore self. Reflection is an excellent example of a technique that serves both purposes. Furthermore, self exploration sometimes leads to behavioral change or self change. Consequently, response techniques like reflection again can lead to behavioral change. Thus, any particular response may be talk encouraging, lead to exploration of self, or lead to behavioral change in the presence of the counselor. The counselor should not limit himself/herslf to the use of techniques in only one of the several categories. Human verbal interaction is as complex as the individuals engaging in it. Thus, the counselor with a repertoire of response techniques can adapt more readily to the uniqueness and complexity of the individual.

Utilizing the appropriate responses and leads is often a difficult task. Most of us have developed relatively set communication styles that are difficult to alter. Many of us are afraid to try new techniques. However, if we practice some of these techniques in our everyday conversation we can use them more readily and appropriately in the counseling interview.

Figure 22 gives numerous examples exaggerating some of the problems counselors in training have when first attempting counseling interviews. These are taken from an article by Richard Dunlop and are reprinted in part with permission from the *Personnel and Guidance Journal.*

Figure 22

Reprint from *Personnel & Guidance Journal*

Typical Gaffes and Faux Pas Common Among Beginning Counselor Trainees in Their Alarming Attempts to be Helpful and of Assistance to the Diverse Victims of Their Art, Being a Taxonomy which Categorizes, Identifies, and Isolates Them

Counselors in training make many errors as they attempt to learn appropriate verbal responses to facilitate the helping relationship. These errors appear typically to involve a confusion of verbal aspects of counseling with techniques appropriate to conversational, teaching, or inquisitorial relationships in which people may also engage. Sometimes a misapplication of counseling theory comes out all wrong, and not infrequently the trainee's own personality or authority needs get in the way. The following taxonomy of response errors has proven itself helpful in pointing up to counselor candidates the sorts of mistakes they are making, and seems to be useful in improving the student counselor's verbal behavior in his interactions with clientele.

(Figure 22 continued)

Category I
The Empathic Trap Response

Form A. The Sharer. *The counselor is compelled to share, and forgets who is in focus.*

Counselor: Gee, you really have a problem. I had a second cousin who had a problem just like yours, and . . .

or

Counselor: I know just how you feel, because this happened to me, and . . .

Form B. The Conversationalist. *The counselor does not understand the differences between counseling and conversation.*

Client: I just bought a new dress at the Schwartz Store.
Counselor: Oh? I saw some very attractive skirts there.
Client: You can usually get good bargains.
Counselor: But their jewelry is awful.
Client: I know. Junk.
Counselor: What do you think of Macy's?

Category II
The Non-Directive Obsessive Response

Form A. General Type. *The counselor has only one technique at his command.*

Client: I feel awfully warm, can't you open the window?
Counselor: You feel warm.

or

Client: Can you tell me how to find the restroom?
Counselor: You want to find the restroom.

Form B. Perserverating Parrot Type. *The counselor confuses reflection and repetition.*

Client: I'm sorry I'm a little late today, but it's so beautiful outside that I stopped to look at the flowers, and the birds, and the trees, and the bushes.
Counselor: You're sorry you're a little late today, but it's so beautiful outside that you stopped to look at the flowers, and the birds, and the trees, and the bushes.

Category III
The Inquisitorial Response

Form A. True or False Type. *The counselor demands a "yes" or "no" response.*

Counselor: Do you like school?

or

Counselor: You're not going to fail *again*, are you?

Form B. Loaded Option Type. *The counselor tells his client how to respond.*

Counselor: Don't you think you ought to get a good education so that you can amount to something? You're not *really* going to marry that clod!

or

Counselor: Why are you talking about your mother like this? Everyone loves his mother; don't you love yours?

or

Counselor: A big guy like you shouldn't be having trouble in gym, should he?

Form C. Multiple-Choice Type. *The counselor delimits response options available to his client.*

Counselor: How did you feel? Did you feel good or bad?

or

Counselor: How do you feel when your father hits you? Do you hate him or don't you feel anything?

Form D. Declaration of War Type. *The counselor challenges his client to defend himself.*

Counselor: Why do you feel this way?

or

Counselor: Where'd you ever get an idea like that?

Form E. Der Gestapointerrogationisch Type. *The counselor wears jack boots and walks funny.*

Counselor: Have a seat. Name?

(Figure 22 continued)

Client: Jones. John Jones. I feel . . .
Counselor: Address?
Client: Hm? Oh, I live in the dorm. It's no use . . .
Counselor: Your problem?
Client: I had a date with this girl . . .
Counselor: When was that? When was the date with the girl?
Client: Friday or Saturday. Saturday, I think. I never had a date before . . .
Counselor: Don't you like girls?
Client: Hm? Sure, but I never felt . . .
Counselor: M-hm. You never felt a girl.
Client: No! No! I never felt *comfortable*, I . . .
Counselor: How old are you?
Client: Nineteen last month. No one even sent me a birthday card.
Counselor: Then actually you're a little *over* 19, aren't you?
Client: Well, about a month over. I need help . . .
Counselor: Where is your home? Don't you have a father? What's wrong with your mother? Why is your shoe untied?
Client: I . . .
Counselor: Tell me what you did to the girl.
Client: Please, can't you turn off that light? It's in my eyes.
Counselor: The girl. Tell me about it. Come on, tell me your sordid little story. I'm here to *help* you.

Form F. Focus on Minutae Type. *The counselor has strong needs to gather data.*

Client: (Sniffling.) I'm going to have to get an abortion.
Counselor: I didn't get the spelling of your last name. Would you repeat that, please?
Client: Fox. F-O-X. Like the furry little animal (weeping) in the woods, with its c-c-c-cubs. (Weeps copiously.) My friend, June, had an abortion. (Bawling.)
Counselor: (Writing.) F-O-X. June Fox.
Client: No. I'm Mary Fox. June is my friend. She damn near died. (Cries heavily.)
Counselor: How old are you?
Client: Hm? Twenty-two. I've already made the arrangements with that terrible little man and his ghastly nurse, but I just don't know if it's right. (Nearly hysterical.)
Counselor: And June?
Client: (Wailing.) Huh?
Counselor: How old is June?

Category IV
The Safety Dodge Response

Form A. General Type. *The counselor is frightened by his client's material, and withdraws to high ground.*

Counselor: So your homosexual problem really bothers you. What kind of grades did you make last year?

or

Counselor: . . . and you're very concerned about your relationship with God. Well, a great number of people are. Are you interested in athletics?

Form B. Diversionary Trap Type. *The counselor responds to inappropriate material.*

Client: Ever since Mother died I've been pretty depressed. I just don't think it's any use. What point is there in going on? And my sister feels awful, too.
Counselor: Your sister is upset.

or

Client: When my fiance and I broke up I was so angry and distraught that I went out and raced my car through the streets and screamed and screamed. I wrecked the car, and Daddy was furious.
Counselor: Your father has a nasty temper.

Form C. Estranged Type. *The counselor is a fool.*

Client: Mother and Dad were fighting, and he was pounding on her and knocking her down, so I beat hell out of him and went out and had a steak.
Counselor: How do you like your steak cooked?

Form D. Aborted Reflection Type. *The counselor wants, properly, to communicate his understanding, but is afraid to stick his neck out. So he uses a question mark when a period is indicated.*

Client: I'm going to run away from home.
Counselor: You're going to run away from home?
Client: I'm going somewhere else to live.
Counselor: You're going somewhere else to live?
Client: No one loves me.
Counselor: No one loves you?
Client: I'm all alone.
Counselor: You're all alone?
Client: Lone.
Counselor: Lonely?

Figure 22 continued

Form E. Missing-the-Concealed-Inference Ploy. *The counselor doesn't know what's going on.*

Client: We have no money at all; my husband's an awful drunk and he spends the Welfare check on beer and wine. My daughter's a prostitute, and my son's on dope. I can't go home to my folks because Ma throws knives around, and Pa chases me through the house. My brothers are in jail. My sister's a Lesbian. The cops are always coming around and the windows are broken out and the roof leaks and they've cut off the gas and lights. But I'm really a very lucky person and I don't have no right to complain. I'm really very, very happy. I really am. Really.
Counselor: Life is a bowl of cherries.

Form F. The "Aw Shucks" Type. *The counselor lacks confidence in his profession and in his skills.*

Client: I get nervous before tests.
Counselor: Oh dear. You'd better see your physician about that. I'm only a counselor.

or

Client: I'm having a problem with my mother . . .
Counselor: I should caution you that I'm not a real psychologist, and . . .

or

Client: I'm wondering if I should quit going to church . . .
Counselor: It's best that you consult your spiritual adviser about that.

Form G. Reassurance Type. *The counselor insists that his client be strong.*

Counselor: Hell, *everyone's* had that problem. Dont't let a little thing like *that* bother you. Stop crying.

Category VI

The Leapfrog Interpretation Response. *The counselor gets far, far ahead of his client and shows off his psychological know-how.*

Client: I was up late last night studying, and I'm pretty tired this morning.
Counselor: I make you uncomfortable, and you're excusing this by blaming your masochistic study pattern.

or

Client: I wish my Dad would lose some weight.
Counselor: You're suffering typical penis envy, complicated by Oedipal conflict and castration anxiety.

Category VII

The Inverted Relationship Response. *The counselor allows his own interests and needs to dominate the interview of influence it significantly.*

Client: I divorced my husband several years ago, and now that the kids are out of college and on their own I need to find something to occupy my time. I thought perhaps teaching . . .
Counselor: Tell me about your husband.
Client: Fred? Oh, I'm well rid of him. Better all around. But you see, I had an art major, and I thought perhaps I could . . .
Counselor: You feel the divorce was best for everyone.
Client: That's ancient history. What would I have to do to get licensed as a teacher in this state?
Counselor: Fred is unimportant to you.
Client: Also, I need to know if I'd be better in an elementary school or at senior high.
Counselor: You've just about forgotten your husband.
Client: I suppose I'd have to get a master's degree, but am I too old to learn?
Counselor: Your divorce is very painful to you and you resist talking about it.
Client: I could go to school full time.
Counselor: How do you see yourself as a woman, having lost your husband and all?
Client: What?

or

Client: I've been majoring in psychology, but those mazes are getting to me.
Counselor: M-hm.
Client: I've thought about changing to counseling. Work with people, you know.
Counselor: You prefer people to pigeons.
Client: Yeah. Fewer feathers.
Counselor: Psych's a pretty rough course, isn't it?
Client: They have their own language.
Counselor: Tough to learn?
Client: Oh, I don't know. Pretty tough. "Reinforcement schedule," "Rorschach," "Bimodal distribution," funny words like that.
Counselor: What are the profs like?
Client: They mumble a lot. You thinking of changing to psych?

Figure 22 continued

Counselor: I don't know. These damn *people* are getting to me.
Client: M-hm.
Counselor: The profs mumble, and they have these curious words—almost their own language.
Client: M-hm.
Counselor: Like "Curvilinear relationship," and "Z-scores," and "Krumboltz." Words like that.
Client: M-hm.
Counselor: Do you think I could make it in psych?
Client: You're concerned about your adequacy.

Category VIII

The Defensive Response. *The counselor is protective of himself.*

Client: Why won't you school people let me wear a beard?
Counselor: Surely you don't blame me; that's the fault of those wicked administrators.

or

Client: That's an awful tie you're wearing.
Counselor: I happen to like this tie very much. It's been my favorite tie for 20 years. *Lots of* people like nudes on their ties.

Category IX

The Friendly Adviser Response. *The counselor has lots of good advice to offer.*

Client: I'm really having trouble in History.
Counselor: You should get to class on time, and pay attention, and take good notes, and ask intelligent questions.

or

Client: Tom keeps making passes at me.
Counselor: Slap the s.o.b.

Richard S. Dunlop
University of Missouri at Kansas City

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Because of its flexibility and because it provides the opportunity to go beyond surface responses, the interview is perhaps the best assessment technique the counselor can employ. However, it has weaknesses as well. The interview is time-consuming. Furthermore, counselors very often tend to rely too much on data obtained through the interview. The counselee may deceive the counselor. Counselors, however, tend to accept as gospel what they learn in the interview. Information from the interview must be cross-validated with other information. Again, the counselor should not be too ready to make judgments based upon what is learned in a single interview, but rather should generate hypotheses and make inferences which then are checked out elsewhere.

Types of Interviews

As mentioned previously, interviewing is distinguished from conversation by its purposeful nature. Several types of interviews are reviewed below along with suggestions for their conduct.

Introductory interviews. As a rule of thumb, unless the counselor knows the counselee fairly well, the first interview should be introductory rather than a fact-finding or non-structured interview. The

purpose of the interview and the counseling should be clearly delineated. Other than that, it should be primarily utilized to build rapport so that following conferences and procedures will be appreciated.

An effective way to begin an introductory interview is to start by informing the counselee about the purpose of the counseling program and the counseling interview process itself. The student should be encouraged to react to this statement. This should continue until the counselor is relatively certain that the counselee grasps the essence of the program's purpose. In this process, the counselor can clarify any questions that the student may have.

During this first interview it is often fruitful to supply the student with a written statement about the program both to review personally and to take home for his/her parents to review. (See Figure 23.)

Figure 23

Statement of Purpose of the Counseling Program
(To be sent to parents)

To the parents

The purpose of the counseling program in Green Valley High School is to help students understand themselves better so that they will be prepared to make important decisions when they must do so. In this effort we hope to be working cooperatively with you and other parents and with teachers and other school staff. We wish to help each student identify those areas in which she/he has the most strength and ability and encourage development along those lines. This will be done with each student through a careful study over the full period of his/her high school years. In this cooperative effort no important decisions regarding any student will be made without consulting or obtaining approval of parents and school authorities.

Parents are encouraged to consult with their youngster's counselor. It is hoped that at least once a year an interview can be arranged with all parents. If you desire an appointment, please either inform your youngster so we can call you, or telephone the school secretary directly to make an appointment.

The initial interview should only require ten to fifteen minutes. The counselor could and perhaps should end this introductory interview by inviting the individual to drop in at any time, or by making a second appointment or setting the date for the administration of any other tests or procedures to follow. A note like the above should spark the interest and cooperation of parents. Moreover, since all too often counseling is confused with therapy, it will also allay parental fears.

The objectives of this introductory interview will have been achieved if the student leaves knowing the counselor and the counseling program. However, on rare occasions, additional action may be required after the first interview. Some important problem that has been revealed may require

immediate attention. Furthermore, anything revealed in an introductory interview should probably be approached cautiously because the counselor really has insufficient data at that time.

Information gathering interviews. All types of interviews can serve as a means through which the counselor can gain added information about the counselee. In this respect, the interview process is among the best inventory procedures available to the counselor.

There are two kinds of information which the counselor can generate as a result of the interview. The first kind is information generated from the content of the subject's responses. The second is information generated from the style or manner in which the counselee relates to the interviewer.

In the content centered interview, as in the biographical questionnaire, the information supplied by the interviewee is useful for assessment and prediction. While the interview is not as time-effective as the questionnaire, it adds to the information that can be generated because it is less structured and more flexible. Thus, it allows for more openness and more truthfulness.

More openness can be generated in interviewing because it provides the opportunity for the counselor to establish rapport or interpersonal warmth before proceeding. Beyond this, the interviewer also has the opportunity to observe the subject's nonverbal reactions, e.g., blushing, long hesitation, oblique and non-informative answers, and so on. Such nonverbal reactions often suggest that a fuller exploration of a particular topic is appropriate.

In essence, the interview should be regarded as one in which the subject's total behavior is observed. A sample can be obtained of the subject's interpersonal skill and manner of approaching and dealing with others. The less-structured and non-structured interviews are particularly good for assessing or acquiring a sample of the counselee's interpersonal skill.

Content-centered interviews. The next type of interview most often employed by the counselor is the content-centered interview. The nature of this will vary according to the characteristics of the individual. The purpose is either to obtain data that cannot be obtained in other more standardized ways or to check out or supplement the information generated through other methods. In preparation for this second interview, the counselor should review the records and prepare questions for response by the counselee. This is not to say that the counselor should prepare for the interview and then shotgun the counselee with questions once the interview commences. Rather it may be necessary to insert the questions at strategic intervals or employ a more non-directive approach to solicit response. Essentially, the questions are designed to provide a guide to the interview for the counselor.

This content interview may be designed for a number of purposes. For example, it could be designed to discover the counselee's attitudes or feelings about certain people or situations which she/he will not or cannot reveal in writing or in response to more formal approaches. However, once rapport is established during an interview this same subject may talk freely about his/her feelings about people and things. Another advantage to the interview procedure is that it allows the counselor to probe beneath superficial statements for the underlying feelings.

Evaluative interviews. Infrequently, the counselor will also engage in an evaluative interview. These are designed by the counselor to make an appraisal of the counselee's achievements, attitudes or characteristics regarding such matters as fitness for a particular training opportunity, position or promotion. In order to conduct such interviews properly, the characteristics in question must be delineated. The counselor must first clarify what information she/he is seeking and decide on methods to use in eliciting the information. Thus, the evaluative interview is limited in purpose.

Two examples which the counselor might review to determine how to structure and limit an interview are the *Vineland Social Maturity Scale* and the *Structured Clinical Interview.*

Research indicates that the utility of the interview as an evaluative device increases when it is structured and limited in purpose because the interviewer himself/herself is fallible. There is extensive evidence that the subtle clues the interviewer provides tend to bias or guide the interview.

Because the interview session involves social interaction, the counselor must be aware of the motile type of interpersonal situation she/he established with the interviewee. Although a number of content analysis procedures have been developed to objectify and quantify the data obtained in less structured interview situations, these to date have not been shown to be particularly useful for evaluative or predictive purposes. These analytic procedures, however, do offer promise for providing a better understanding of the interviewing process and for ultimately making the interview a more useful evaluation device.

Informative interviews. In addition to the foregoing, the interview may be designed to allow the counselor to supply information to the counselee in the following ways: (a) to relay data obtained from other sources; (b) to provide information that answers questions the counselee has raised; (c) to inform the counselee on some decision that has been made about him/her by a person or institution. Techniques and procedures related to the informative interview are covered in some detail in Chapter IV, "The Information Service."

Beyond informing the counselee, the counselor does have an opportunity to learn much about the individual. For example, while informing a student that she/he has been accepted into or rejected by a prestigious university, the counselor could also observe the individual's reaction to success or failure.

Problem-centered interviews. As stated, the focus of school counseling should not be on remediation but development. However, problems do arise in working with teenagers attempting to reach maturity within a relatively free society. It is often necessary for the counselor to help the student work through these problems. Using the interview is the most effective means at the counselor's disposal for helping the student solve his/her problems. This is especially true with personal problems requiring privacy. A few words should be said about the types of social, emotional and personal problems a school counselor should accept as falling under his/her scope of activities.

The school counselor should not, cannot, act as a psychotherapist; she/he has neither the time nor the qualifications. This does not mean that counselors should not or cannot assist students with problems. Developmental problems are the counselor's concern. The dilemma often is deciding where counseling ends and psychotherapy begins.

In this matter counselors show little agreement except in terms of the degree of seriousness of the problem. Generally, dealing with those types of problems classified as neuroses and beyond is viewed as inappropriate for the school counselor. However, no clear lines exist for recognizing neuroses, particularly when working with adolescents. Thus, the concept of neurosis doesn't provide a clear guide for the counselor.

Some say that the school counselor should only work with normal students, but normalcy is difficult to determine. Furthermore, the school counselor is charged with serving each student, and, with the current deinstitutionalization of the so called non-normal, an even greater range of people will be found in the schools. Counselors in the schools must make provisions for each and every student,

normal or non-normal. The question revolves around how much time the school counselor can allocate to any one individual through one-to-one counseling interview services.

Many people claim the school counselor is not qualified to provide therapeutic assistance. From our review of the helping professions we believe that often the school counselor can provide better therapy than others supposedly more qualified. However, we do not believe that school counselors should engage in therapy because it deprives others of needed developmental experiences. Thus, the counselor's limitations regarding problem solving are related more to time and the size of the student body than to type of problem or degree of expertise.

Because of these limitations on time the counselor cannot hope to serve all students through the one-to-one process on a long term basis. Instead, the counselor has to attempt to serve each student through all of the services. Thus, the counselor's task must be proactively addressed rather than reactive redress. She/he cannot depend primarily on a long series of interviews as a means of providing help. *Even in problem cases she/he must rely on short term interview contacts which are preceded by activities which make the interview more meaningful and are followed by activities to promote the change or growth needed.*

While the school counselor can and must use the interview process for problem resolution, *utilization of the interview process as the sole source of problem resolution is not within the scope of a developmental program.* The fundamental rational for a developmental program is that by promoting development most problems can be prevented. Moreover, therapy is not often within sanctions provided the school counselor. Thus, there are times when the counselor shouldn't attempt to assist the student in solving problems but should assist him/her in obtaining the help needed from other agencies or resources.

Extensive therapy is inappropriate. First of all, school counselors who do engage in therapy take time away from others. The more time dedicated to the problem cases the less time there is to instigate procedures which will prevent others from encountering similar problems. Furthermore, taxpayers and administrators do not often view the counselor as a therapist. Most expect the counselor to function as a developmental specialist. They have a right to expect this.

Stages of the Counseling Interview Process

Counselors agree that the therapeutic or helping process goes through identifiable stages. There is considerable agreement regarding the make up of these stages if differences in labeling are ignored and the basic meanings are reviewed. Carkhuff and Berenson (1967) summarize these stages most succinctly into an inward or downward phase and an upward or outward phase. Other theorists or clinicians further divide these major phases into a number of stages.

The Five Stages of the Helping Process. Delaney and Eisenberg (1972) divide the helping process into five stages:

1. The initial stage during which the counselor and counselee meet. The counselor's critical task during this stage is to create an atmosphere which enables the counselee to grasp that she/he is concerned.

2. The facilitative relationship is the second stage during which the counselor must communicate the basic relationship variables—warmth, acceptance, genuineness, empathetic understanding, and competence.

3. The "determination stage." The counselor determines what the counselee wants and how she/he can be of assistance to the counselee.

4. During this stage the counselor employes learning or counseling strategies which she/he believes will be of most assistance to problem resolution.

5. The terminating or follow-up stage. This stage is complete when the counselee has achieved the objectives set for the counseling interaction. Follow-up involves the efforts of the counselor in determining the long range impact of the counseling interaction.

Use of the Interview in Developmental Counseling. The school counselor would rarely engage in the one-to-one process to complete all five stages. This five stage summary was basically one developed from a study of the long term counseling interview process in a therapeutic setting. Such a classification scheme is appropriate for one-to-one counseling of a problem solving nature where there is not a pre-existing relationship between the counselor and counselee and where the counselor attempts to promote or facilitate the change through the one-to-one process.

The school counselor neither has the time nor, in most cases, the need to work exclusively in a one-to-one manner. First of all, in the school setting the counselor and the counselee operate with a pre-existing knowledge of each other. Thus, much of what is associated with relationship can be established before or as an adjunct to the counseling interview process. Secondly, unlike the clinical setting, the school counselor has longitudinal data on each student derived from previous contacts or sumaries of other counselor's previous contacts with the individual. This supplies extensive data on the person's background, relationships with others and so on which can be used to augment the interview itself. Moreover, in terms of assisting the individual in resolving or coming to grips with the problem, the counselor in the school has at his/her disposal all the resources of an institution in which the individual must spend much time. These differing circumstances greatly alter the counseling situation.

Most typically within the rural school situation the counselor would use the interview to build a realtionship and help an individual explore self to the point where the problem or concern becomes clarified. Then, most typically the counselor would utilize the other resources both within the school and the community to facilitate the desired change.

Vocational Counseling Interviews

Like all counseling, vocational counseling is a complex process, often involving much more than help with career choice. In addition to assisting the individual in choosing, the counselor often helps him/her learn to cope with the variety of influences on his/her choice. Assisting the individual in learning how to make and implement vocational choices can also assist him/her in making later life choices. The vocational counselor must possess the ability to listen with empathy and to develop an open relationship. As in other counseling, rapport is crucial.

Vocational Counseling: A One-to-One Interaction Between Counselor and Student. Vocational counseling is the one interaction between the counselor and counselee geared to assisting the individual with problems related to vocational choice. However, no vocational problem occurs in isolation. Vocational development is an integral part of an individual's total development. Vocational counseling does not refer to the normal call-in service where information or test results are presented. That

should be part of the day-to-day career guidance program. It refers to those times when students request individual help regarding a vocational concern or problem.

Vocational Problems. There has been little research on the counselor's role in assisting individuals with vocationally related problems via one-to-one counseling. Little data is available on what procedures are most likely to be helpful for assisting individuals with problems related to vocational choice.

Some writers have attempted to classify the most common vocational problems. Super (1957) plots these problems on a two dimensional chart. The possible problems include:

A. Problems of adjustment

   1. Adjusted individual who seeks counseling for assurance.

   2. Maladjusted individuals whose choices are out of line with their abilities and interests.

B. Problems of indecision

   1. Multipotential individuals who cannot decide among the alternatives.

   2. Undecided individuals who have no choice.

   3. Uninterested individuals who have choices consistent with their level of ability but really have no primary interest.

C. Problems of unrealism

   1. Unrealistic individuals whose aptitude is lower than their aspiration level.

   2. Unfulfilled individuals whose aptitudes are higher than their aspiration level.

   3. Coerced individuals whose choice is influenced by others. This choice may be outside the individual's interest area, but one in which she/he has appropriate abilities.

While this is an interesting and relatively inclusive classification system it fails to provide the working counselor with an outline of the techniques and procedures which are most appropriate for assisting individuals with each of these problems.

The problems, though classified, are problems inherent in the individual, whereas each individual is unique and complex. Nevertheless, the information service section of this handbook presents some techniques and procedures for utilizing vocational information and working with stereotypical cases.

Vocational Counseling is Problem Centered. Vocational counseling, as we define it, is problem centered counseling. Thus, many of the techniques and procedures appropriate to the treatment interview apply. Here, as in other problem centered counseling, the counselor should begin by utilizing listening and talk encouragement responses. She/he should then move through responses which encourage self exploration, and on to those that bring clarification and focusing. Once the task or

problem is clear the rural school counselor should attempt to utilize other people and resources outside the counseling interview to accomplish problem resolution. Again, if the counselor attempts to utilize the counseling interview as the vehicle for behavioral change, much valuable time will be consumed. This would deprive other people of the chance for one-to-one interaction and take away from the counselor's developmental and proactive efforts.

The counselor must help each individual discover:

1. The relationship between job requirements and his/her ability to perform those requirements.

2. The relationship between career choice and other choices.

3. The degree to which factors off the job have the potential for satisfying needs and interests which can't be satisfied on the job.

In essence, the counselor's task is to assist the individual to develop the skill to act independently, both now and in the future.

Facilitating Decision-Making. Frequently, presenting vocational problems involves decision-making. There are a number of times in each of our lives when we must make decisions. Many of these decisions determine the pattern of our later development. Thus, counseling for decision-making is an extremely important task. While the counselor should involve others outside the counseling interview, sometimes within the interview process time has to be taken to assist the individual directly. Decision-making, particularly vocational decision-making, is one of these times. Much can be done to assist in matters of vocational choice outside the counseling interview and much can be done to prepare individuals for the decision-making process. For those who experience problems with vocational decision-making, others can facilitate the choice process. However, we do believe that vocational choice is of such importance that interview techniques should be used to facilitate decision-making.

There is another reason for emphasizing the use of the individual counseling interview in decision-making cases. It is possible for a counselee to acquire a general skill in making decisions through effective counseling interview techniques at a choice point. If this leads to the completion of a choice, the counselee can also learn how to deal with subsequent important choices.

(a) Commonalities in decision-making. The uniqueness of the individual and the choices to be made preclude any formula answers on how best to facilitate decision-making in the individual case. There are some common qualities in decision-making cases which can be delineated:

1. Most counselees first need to be assisted in becoming aware of the general direction in which they wish to go. Unless she/he becomes aware of a sense of direction there is little likelihood that specific choices will be effective or satisfying.

2. Once the counselee developes a general sense of direction, things she/he typically must consider are the limitations within which free choice operates. These might consist of factors such as age, family background, finances, appearance, and so on.

3. Once the individual is aware of what she/he wants and understands the limits among choices, she/he can begin to narrow down the range of possibilities. This reduces confusion.

4. At this point the individual is relatively free to consider alternatives and make what we consider a "good" choice.

(b) Skills and sensitivities needed by a counselor. The counselor needs several skills to help individuals in the decision-making process. Additionally, the counselor should be aware of certain factors regarding clients. First of all, most counselees are under the gun, or under some pressure, to make a decision. Most of the time this pressure comes from sources over which the counselor has little control. Because of this pressure, the counselee frequently seems to have made a decision before she/he in fact has. In other words, the counselee has made a psuedo decision. The counselor needs to be able to distinguish between a genuine decision and a pseudo decision.

The counselor also must be very tolerant of indecisiveness. Counselees experiencing difficulty reaching decisions are those who need the individual counseling process the most. Typically, others, as well as the individual himself/herself, are very intolerant of this indecisiveness. The tolerant, patient counselor can assist the individual to be tolerant of his/her own uncertainty by serving as a role model. Beyond being tolerant, the counselor can give assistance by helping the individual clarify the reasons for this inability to choose.

(c) Helping to clarify indecision. The underlying reasons for indecision related to vocational choice are diverse and complex. The counselor should keep in mind there are a variety of factors which might contribute to indecision. Sometimes indecision is the result of role conflict. Sometimes it is the result of multiple potentialities which the individual does not want to limit. It may be the result of social or environmental limitations which the individual does not want to admit. Isolating or focusing in on the sources of indecision most frequently can be arrived at by talking them out during the one-to-one counseling interview.

Indecision related to role conflict stems from the fact that sometimes a career or a training program has both approach and avoidance features. An example of this might be the girl who is an excellent athlete and highly prizes femininity but shies away from a career as a physical education teacher because she is afraid it is unfeminine. Another example is the young man who shies away from hair dressing because of the stereotype of the effeminate hairdresser.

Indecision relating to multi-potentiality occurs among talented young people who find themselves equally qualified for and interested in a number of different fields or courses. However, to achieve fame or fortune in one requires special training and experience that can't be combined with training and experience in the other. Thus, by opening one door, another is closed. Frequently, there is a great reluctance to do this.

Where indecision is based upon environmental or social limitations very frequently the person is aware of the complex of factors or events standing in his/her way, but is unwilling to surrender to these. The Horatio Alger ideal where young people overcome practically insurmountable obstacles to achieve fame and success perhaps makes acceptance of limitations and obstacles more difficult within this culture. By helping create a situation in which the individual can safely review the circumstances of his/her life, the counselor can be of great assistance in the individual's acceptance of what cannot be changed.

The feelings, beliefs, and attitudes of significant others are added sources of indecision, particularly among adolescents. Such a case might occur where dad would like his son to be a graduate engineer and get the college education he never had, but the son has an interest in mechanics, not engineering, and would really rather go to technical school.

The counselor's first task is to assist the individual to talk through the indecision and examine the circumstances of his/her life rather closely. Once the source of the indecision is clarified, very frequently arranging a try-out experience for the remaining alternatives is an effective course to follow.

Where there is role conflict, frequently the individual needs the opportunity and the time to try on new roles. Where multipotentiality is the basis for indecision, providing try-out experiences in several fields is often successful. Likewise, where real obstacles in the environment prohibit the individual's first choice, try-out experiences can be a first step in helping find a viable choice.

Note Taking

Counselors disagree on whether to take notes during the counseling interview process. Some believe that note taking interferes with developing a good counseling relationship, while others believe that unless the counselor takes notes during the interview there is unlikely to be an accurate record of what transpired. Both groups essentially agree on the importance of keeping an accurate record of what transpires, but they disagree on when the notes should be taken.

For this program, the importance of an accurate record of what transpired is essential. The individual counselor must decide when this record is to be made. Some counselors find that they cannot follow the discussion and take notes at the same time and others feel guilty about taking notes. If note taking interferes with the counselor's abllity to follow the conversation or if the counselor feels guilty about it, then she/he shouldn't do it during the session. Usually the counselor is much more concerned than the counselee about the possible impact of note taking. If the counselor does take notes during the interview, it is important for him/her to assure the counselee that they are simply for review purposes and that nothing will be recorded that will be damaging. The counselee's concern usually revolves around questions of confidentiality and the counselor should reiterate his/her position on this issue. If the counselee remains concerned about the note taking, then the counselor should reserve taking notes until after the interview is concluded.

Incorporated in the note taking should be a summary of what transpired. Included in the summary should be:

1. Whether the session was the result of self-referral or call-in.
2. The purpose of the interview.
3. Important topics discussed.
4. Request for information.
5. Conclusions reached.
6. Action to be taken including the respective responsibilities assumed by the counselor and the counselee.
7. The counselor's appraisal of his/her ability to provide assistance to the counselee.

Cautions to Observe in Note Taking

There are several important cautions about note taking that the counselor should keep in mind. First of all, any notes taken or any summaries written should be descriptive rather than interpretive. Descriptive notes are far more usable to others who might also work with the individual and are more helpful to the counselor who may fail to distinguish between what happened and his/her thoughts about what happened. Furthermore, if the counselee later asks to read his/her file, she/he can follow an account of what did take place and perhaps profit from it. On the other hand, interpretations are often found to be threatening and misleading to the counselee if she/he should read them and they do not provide much assistance to anyone else who might utilize them.

In therapeutic interviews involving personal problems, counselees usually expect that the counselor will keep confidential much of what has been discussed. In such cases before doing a summary the counselor should seriously consider *what* she/he will or will not record as well as who will have access to the interview notes and *where* they will be kept.

Confidentiality. The above statements raise the very difficult issue of confidentiality. Legally the school counselor does not have the privilege of confidential information. Under the law, privileged information is something that is granted to the clients of lawyers, M.D.'s and clergy.

This privilege does not extent to the clients of therapists or counselees of school counselors. Thus, the burden of confidentiality is placed directly on the counselor's shoulders. Out belief is that a counselor should maintain a policy of limited confidentiality. Because assisting the individual is a cooperative effort, the people who are going to be called on to assist or cooperate with the counselor must have access to the information that she/he gathers. This does not mean that the counselor discuses will-nilly everything that a counselee says in the interview. The counselor should follow a policy very similar to what is followed in government security. That is, she/he should supply information strictly on the basis of need and then do so utilizing professional judgment.

There are additional reasons for limiting what the counselor holds confidential:

1. Usually students are minors. Parents are held legally and financially responsible for students' behavior.

2. Most parents are concerned with their youngsters' mental health, performance, and the decisions that they make.

3. Very frequently, what the counselee does has a widespread impact on the family situation and conversely the family situation has much impact on the behavior of the youngster.

If the counselor expects the cooperation of teachers and parents, she/he must reciprocate in kind.

This general practice of sharing information may, in the beginning, cost the counselor some students with problems. In the long run, the sharing of information is likely to be much more effective in achieving counseling goals particularly when such goals are developmental in nature. A second reason for sharing information with parents is that parents ultimately are the taxpayers who support and determine school program practices. By having a general practice of maintaining absolute confidentiality regarding all that the counselee divulges in the counselee interview, the

counselor would be unable to share information and purposes with parents. Thus, parents would have less direct contact with the counselor and would be more likely to have an erroneous conception of what counseling is all about.

Parents are also very powerful tools to use in assisting students. Only they can provide information on early childhood development. Moreover, particularly involving vocational matters, they hold the key to any funds that may be necessary. Discretion may involve choosing the times and the means for sharing information. Sometimes parents might have to be educated in the use of information. But, in most cases, the counselor is better off to have a policy of sharing than one of withholding.

Confidentiality is a constant problem for the school cousnelor. Since she/he is often dependent upon others for information on a student's history, the counselor must have an open communication network and a policy of sharing information. On the other hand, at times private and confidential information will be released to the counselor. Knowing what should be divulged and what should not be is a never ending ethical task. Like so much of the counselor's work, what to give out and where and how to do so is often a situational judgment based upon case contingencies.

Providing Time for Individual Counseling

Cooperation of School Staff

If individual counseling is indeed the heart or hub of the counseling and guidance services, then time must be set aside to enable the counselor to perform this service. If counseling is indeed important, it should be carried on during regular school hours. In organizing school counseling to provide individual services, specific times of the day should be set aside for individual sessions. The call-in service should take place during specified times of the day and teacher cooperation should be obtained for release from class. If such a decision is made in the guidance committee primarily made up of teaching staff, teacher cooperation in this venture should be forthcoming. Students should also be released from study halls for self referral.

If the guidance committee or if the teachers and administration agree that the counselor should give the privilege of calling students out of class for counseling, then specific administrative procedures need to be developed to facilitate this. In using class time for counseling, counselors should remember that teachers resent many encroachments upon class time. Counselors should make sure that the individual's absence does not seriously interfere with important class activities.

To avoid encroachments which might create teacher resentment, a system of pupil appointment slips should be utilized. In arranging appointments, the counselor should attempt to call students in during free periods. If this is not possible, then the counselor should fill out a task slip similar to the one in Figure 24. This slip can also be used in getting students released from study hall. This slip should be taken by the student to class in order to obtain teacher permission. If the teacher fails to grant permission, the student should be instructed to go along with the teacher's wishes and return later for an appointment at a different time. At the end of the interview session the pupil returns to class or study hall with the counselor's signature on the appointment slip.

Figure 24

Appointment Slip

If it is convenient for you, _____ has an appointment to see me at _____ o'clock on _____ (day). If this date is not appropriate, other arrangements can be made for an appointment at a different time.

Permission granted _____ Permission not granted _____

Signed _____ Time _____

In cases where the counselor is operating a call-in service, a schedule of these should be sent to concerned teachers ahead of time so that they can indicate objections to the schedule. Again, the sooner this can be given to teachers the less likely there is to be resentment for classroom interruptions.

If teachers agree to allow released time for self-referral, every effort should be made to assure them as much lead time regarding appointments as is possible. Again, any objections should be honored. If the counseling session is deemed so critical that it cannot be postponed, then the counselor should meet with the teacher personally to discuss the matter.

CHAPTER IV

INFORMATION SERVICE

"Wait up, Roscoe. Have you done your preflight check? Do you have the latest weather report? Have you filed your flight plan?"

CHAPTER IV

INFORMATION SERVICE

Information about occupations; information about local opportunities, further education and training; and information about the students themselves—this amalgam of fact is the stuff from which decisions about careers must be made. While it is true that information alone cannot bring wisdom, it is true that information can and does increase the likelihood of insight into the situations which confront decision makers.

The information service of counseling consists of the effort to use social, personal, and occupational information to promote student development or resolve student problems. Information is the basis of a properly conducted individual counseling and guidance program. The information service, as described in this publication, is primarily limited to occupational, vocational, and educational information and its use.

A Counselor's Need for Information

Information is helpful to the counselor in his contact with students because the informed counselor is better able to "hear" what the counselee is really saying.

For example, a counselor trainee was working with seniors to help them with their post-high school plans. Jim, one of the poorer students among the seniors, who had never before expressed any interest in going on to college, suddenly became adamant about his decision to go to college and take forestry. He told the counselor that his parents did not have the money to send him, but that he would work and save for a year prior to enrolling in the nearby college. In passing, he mentioned the fact that his girlfriend, who was then a junior in high school, would be attending the same college.

The counselor referred the young man to some general information on forestry and ended the interview. Had this trainee thoroughly reviewed the counselee's file and been knowledgeable about financial aid and educational counseling, he would have realized that there were no real benefits in Jim's staying out of school a year to save money. Likewise, an informed counselor would have known that there was no forestry program at the nearby college.

Putting this together with other informaion about Jim, the counselor would have had insight into Jim's real concerns.

Jim's girlfriend, an excellent student, had planned to go to college all along. Jim's real concern was a fear that she would go away to school, and it would break up their relationship. Thus, he was not so much interested in forestry as in attending that school and perpetuating the relationship. The knowledgeable counselor would have been able to pick up on this concern more easily.

The Counselee's Need for Information

Information is even more critical to the counselee. The counselee, aware of alternative courses of action, is in a better position to make good decisions. In fact, unless the individual is aware of alternate courses of actions, she/he cannot make choices. By definition, decision-making consists of selection from alternatives.

The former client-centered approach, whereby students search for answers to their own questions, has been shown to be both ineffective and irresponsible. Much published information is inaccurate, misleading, and obsolete. Additionally, much of the needed information is not in print. As Robert Hoppock (1967) states, "To turn the unsuspecting client loose in even the best library of occupational information is a little like turning him loose in a drugstore to write and fill his own prescriptions."

Both the "let the counselee do it for himself" approach and the earlier approach in which counseling was thought to consist of disseminating occupational information have been proven ineffective. Merely giving a person "facts" about a job's duties and requirements and "facts" about himself/herself provides no basis for decision-making. Facts about self cannot be easily garnered, let alone assimilated. Individual attitudes and emotional factors cloud even simple vocational decisions.

A counselee centered approach wherein self-exploration is coupled with the presentation of personally relevant information can lead to what is really needed—the personal assimilation of information.

Occupational information is needed by individuals for two general purposes—exploration and decision-making.

The counselor's role in serving these needs depends upon how students will be using the information. To fulfill the exploratory purpose, the role of the counselor is to see that accurate, up-to-date information is available and accessible to students; furthermore, that the information is understandable to them from their perspective. This is a less personalized approach. Here counselors must develop a student centered filing system and work with both the librarian and teachers. To aid students in the decision-making process, the counselor must "know" the individual, know where to gain personal access to information, and know how to use it in light of the individual's needs. Very often the counselor also needs to know where to refer the student so that she/he may obtain "good information" about himself/herself.

Current Practice

In many schools group procedures are used in an effort to meet both the students career exploration and decision-making needs. Methods range from courses in occupations to the "infusion" of occupational information into the classwork.

Obviously, some kinds of information can be readily disseminated to groups. Information on "occupational clusters" and trends might well be of importance to everyone. Such information, however, has value only as a general educational background. Utilizing such courses or methods for personal career decision making is inappropriate. The "focusing in" on an occupational choice should only be done after a student acquires a thorough knowledge of his/her assets and liabilities. The skills and assistance of a counselor are needed for this. To attempt to facilitate career choice

by group procedures only encourages the over simplification of a complex task and the development of poor personal decision-making skills.

In the following pages the Information Service Section discusses these topics:

Information for decision-making in career counseling

- Characteristics of information
- Selection of occupational information
- Evaluating career information
- Information counselors need (Roe's Occupational Classification System)
- Information counselees need
- How to use information in counseling
- How to deal with "typical cases"—"non-choosers," "impossible dreamer," and "first steppers"

Case study examples of the counseling interaction

Vignettes or choices that succeeded

Occupational checklists for review and comparison of tentative choices

Information to help students take the next step in education

Information for Decision-Making in Career Counseling

Characteristics of Information

Information, whether social, personal, educational, or occupational must possess certain characteristics to be useful. Information must be:

a. accurate
b. unbiased
c. up-to-date
d. available
e. in a form which is understandable to the student

Almost too much occupational and career information is available. It is sometimes based upon poor research, particularly if it is free information. Much information available free is not free from bias. It is frequently put out for recruitment purposes or with similar objectives in mind. Likewise, much information is based upon research done more than a decade ago. Even when based on the latest research, information is at least three years old by the time it is available for acquisition or purchase.

Where there is good information, unless it is readily available and accessible to either the student or the counselor, it is of little use. Moreover, unless it is presented in a form which is understandable to the student, it is of little use for exploratory purposes.

Selection of Occupational Information

Before referring students to occupational information, the information should first be screened and evaluated to assure that it is good. No student should be referred to information that the counselor or staff have not previewed.

Sources of Career Information. As a guide for assistance in selecting information, the counselor should have available one of the professional indices to occupational information. Single volume indices covering several years in book form include:

a. Forrester's *Occupational Literature, An Annotated Bibliography* (New York, H. W. Wilson, 1971)

b. *NVGA Bibliography: Current Career Information* (Washington, D.C., NVGA, 1973)

Periodical indices include:

a. Career Index (Chronicle Guidance Publications)

b. Guidance Index (Careers)

c. Counselor's Information Service (B'nai B'rith Career and Counseling Services)

Most of these indices are annotated and provide purchasing information.

It is also important that the counselor be able to evaluate information personally. In fact, before a counselor should ever refer a counselee to information, she/he should be familiar with the information and have appraised it. If the career information center is located in the library, the counselor should work very closely with the librarian.

Evaluating Career Information. In appraising occupation literature the counselor should keep these questions in mind:

1. Who produced the item of information?
2. Why did they produce it?
3. When did they produce it?
4. Where did they produce it?
5. How did they produce it?
6. What is the quality of its presentation?

The "why" of production deals with the purpose of the information. Some information is developed for recruitment or entertainment, while other information is written to present relevant facts as accurately as possible. "Who" produced it is important in terms of deciding "why." Scholars such as S. Norman Feingold of the *Counselor's Information Service* are much more likely to produce accurate information than the U.S. Army which is perhaps more interested in recruiting.

"When" is a very important question particularly in a post-industrial economy such as our own in which technology drastically changes the market place and repeatedly misplaces workers. Almost any library undoubtedly contains much occupational information that is outdated. Referring students to such information could have disastrous consequences.

"Where" is also important, especially for the rural counselor. Occupational literature is frequently compiled in metropolitan areas where counselees do not expect to seek employment. Moreover, there is often a large discrepancy between salaries paid in metropolitan and rural areas.

"How" the information was developed and compiled is also important in assessing accuracy. Was it gathered from employers, workers, or from government sources? Was it an original study or was it developed solely on the basis of reviewing other articles or other materials developed?

Of equal importance is the way in which the material is presented. If it is reading material and is to be used for exploratory purposes, the appropriateness of the reading level must be determined. Obviously, the mode of presentation is not critical if the counselor is planning to use the information personally.

Information Counselors Need

Information of many kinds is necessary to the counseling process. A counselor must know some information but knowledge of all relevant information is not possible.

Knowledge of referral and of sources. Counselors must at least be able to refer the counselee to the information she/he needs. For example, a high school counselor must know or have immediately available information about college requirements and programs; accurate recent information on occupation, scholarships and financial aids; information about vocational schools, apprenticeship programs, schedules and fees for entrance examinations and so on. The counselor also needs to know where to obtain health and social information, information about drugs, etc. Information sources are listed in the *Desk Reference,* a separate related volume of this program. Sources in this publication focus on occupational information.

Classification of occupations. In order to utilize occupational information properly, the counselor should know of the structure of the American occupational system. One excellent descriptive model of this system was developed by Ann Roe (1972). This is based on the concepts of "group" (field) and "level." "Group" refers to the activities that differentiate types of work, such as the operation of machines, from raising food group crops. "Level" is a subdivision related to "group." Within groups (fields) there are various levels at which a person could be employed. Levels are, in essence, a hierarchy of responsibility, complexity and training. For example, one of the groups that is listed by Ann Roe is technology—"occupations concerned with the production, maintenance, and transportation of commodities and utilities." Within this group, at the highest level are inventors, or consulting and chief engineers. At the lowest level are machine tenders, helpers, and common

laborers. The level a job occupies within an occupational group is contingent upon degrees of *responsibility, capacity* and *skill.* Since these are not always exactly correlated, whenever there are marked differences, *responsibility* is given primary consideration.

Below is a grid showing how Roe's system of classification works (See Figure 25). Within the grid are examples of occupations classified by group and level. (See Appendix B for a complete description of the criteria employed to classify by both group and level.)

Knowledge of alternatives. The concepts of "field" and "level" are very important in the counselor's work with individuals. One of the most troublesome problems in vocational counseling is the fact that many young people aspire to professional careers which may be beyond their capability or motivation to reach. When this occurs, a part of the counseling task may be to help the counselee become more realistic. Information about occupations across the spectrum of levels within fields can help the counselor in counteracting polarized thinking manifested by young people such as Jimmy who says, "I've just got to get into Medical School I don't want to be a ditch digger," or the girls who breaks into tears because she has a passion for airplanes and can't meet the physical requirements to become a stewardess. Knowledge of jobs at other levels within a field can help the counselor assist the student in finding something to meet his or her needs at a slightly lower level. Used creatively, a working knowledge of field and level can assist individuals in locating genuinely attractive alternate possibilities.

Knowledge of occupational trends and local opportunities. The counselor should also have a basic knowledge of occupational trends, including which occupational fields are employing increasing numbers of workers and which fields are employing decreasing numbers. Such information can be obtained from the *Occupational Outlook Handbook* published by the U.S. Department of Labor and revised on a yearly basis. The *Occupational Outlook Handbook* is described in the *Desk Reference.*

The counselor should further be familiar with local demands and trends. In our age of increasing mobility, the counselor cannot assume that all students will remain in the locale. Nevertheless, each student should be informed as to what career plans are possible in her/his region. Related to this, the counselor should be aware of training facilities in the area.

Utilizing trend information is difficult but important. The difficulty of making predictions on job trends is manifestation in old editions of the *Occupational Outlook Handbook*. Many careers which were projected to increase in size did not. The counselor cannot base his/her sole judgment on a single source. The counselor really has to gain a feel for the occupational implications of large scale social and cultural events as they occur, and attempt to translate them into terms meaningful to individuals attempting to plan careers which may be altered by the trends.

Knowledge of funding legislation. The counselor needs to be aware of federal and state programs which provide benefits to the individual. State and federal programs change from year to year; thus, the counselor should make an effort to remain up-to-date on national and state legislation.

Knowledge of specific facts about occupations. Finally, the counselor should know where to obtain specific information about the many important facets of almost any occupation. Sources for occupational information of a variety of types are cited in the *Desk Reference.* The counselor must remember that no source of occupational information is totally good or bad; every source has some use which may be good or bad depending upon the contingencies of the case.

Figure 25

Roe's Occupational Classification System

	GROUP			
LEVEL	I. SERVICE	II. BUSINESS CONTACT	III. ORGANIZATION	IV. TECHNOLOGY
1. Professional and Managerial	Personal therapists Social work supervisors Counselors	Promoters	United States President and Cabinet officers Industrial tycoons international bankers	Inventive geniuses Consulting or chief engineers Ships' commanders
2. Professional and Managerial 2	Social workers Occupational therapists Probation, truant officers (with training)	Promoters Public relations counselors	Certified public accountants Business and government executives Union officials Brokers, average	Applied scientists Factory managers Ships' officers Engineers
3. Semi-Professional and Small Business	YMCA officials Detectives, police sergeants Welfare workers City inspectors	Salesmen: auto, bond, insurance, etc. Dealers, retail and wholesale Confidence men	Accountants, average Employment managers Owners, catering, dry-cleaning, etc.	Aviators Contractors Foremen (DOT I) Radio operators
4. Skilled	Barbers Chefs Practical nurses Policemen	Auctioneers Buyers House canvassers Interviewers, poll	Cashiers Clerks, credit, express, etc. Foremen, warehouse Salesclerks	Blacksmiths Electricians Foremen (DOT II) Mechanics, average
5. Semi-Skilled	Taxi drivers General houseworkers Waiters City firemen	Peddlers	Clerks, file, stock, etc. Notaries Runners Typists	Bulldozer operators Deliverymen Smelter workers Truck drivers
6. Unskilled	Chambermaids Hospital attendants Elevator operators Watchmen		Messenger boys	Helpers Laborers Wrappers Yardmen

Figure 25 continued

	GROUP			
LEVEL	V. OUTDOOR	VI. SCIENCE	VII. GENERAL CULTURAL	VIII. ARTS AND ENTERTAINM'T
1. Professional and Managerial	Consulting specialists	Research scientists University, college faculties Medical specialists Museum curators	Supreme Court Justices University, college faculties Prophets Scholars	Creative artists Performers, great Teachers, university equivalent Museum curators
2. Professional and Managerial 2	Applied scientists Landowners and operators, large Landscape architects	Scientists, semi-independent Nurses Pharmacists Veterinarians	Editors Teachers, high school and elementary	Athletes Art critics Designers Music arrangers
3. Semi-Professional and Small Business	County agents Farm owners Forest rangers Fish, game wardens	Technicians, medical X-Ray, museum Weather observers Chiropractors	Justices of the peace Radio announcers Reporters Librarians	Ad writers Designers Interior decorators Showmen
4. Skilled	Laboratory testers, dairy products, etc. Miners Oil well drillers	Technical assistants	Law clerks	Advertising artists Decorators, window, etc. Photographers Racing car drivers
5. Semi-Skilled	Gardners Farm tenants Teamsters, cowpunchers Miner's helpers	Veterinary hospital attendants		Illustrators, greeting cards Showcard writers Stagehands
6. Unskilled	Dairy hands Farm laborers Lumberjacks	Nontechnical helpers in scientific organizations		

*Anne Roe, *The Psychology of Occupations* (New York: John Wiley and Sons, Inc., 1956), p. 151.

Knowledge about the "big three." In addition to general kinds of information, the counselor should have very specific information on what Hoppock (1967) calls the "big three":

1. where former students and dropouts get their first jobs;

2. the principle opportunities in the community in the immediate locale; and

3. what occupations are being considered by the students.

Related to the above, the counselor should know all there is to know about:

a. the occupation, industry, or company which employs the largest number of former students;

b. the occupation, industry, or company which employs the largest number of people in the locale; and

c. the occupation, industry, or company which is being considered by the greatest number of current students.

Information on where former students and dropouts get their first jobs can be obtained by follow-up studies. Employment opportunities in the community and immediate locale can be obtained from an occupational survey. Occupations being considered by students can be obtained from student questionnaires and interviews. Specifics on obtaining information from each of these sources are contained elsewhere in the program (see follow-up chapter in this book and *Transitional Career Placement in the Rural School).*

Information Counselees Need

Individual students differ in theri needs for occupational information. Some need a lot of information, some need little, some need none, and some already know enough about certain occupations to supply information to others in need.

Students who have made occupational choices may need help in reviewing those choices. Others may be moving toward a choice point on their own initiative and have no need for counseling. Still they may need specific information to make the choice. Others may have made choices with little forethought. Some have made a choice, have failed, and need assistance in finding acceptable alternatives.

Despite indivudal differences in needs, many counselees do have information needs in common. To maximize the use of counselor time and school resources, the common student needs can be met in group presentations. Methods and procedures for group presentations are covered in the *Transitional Career Placement in the Rural School* and in the *Desk Reference.*

Below is a list of basic information a counselee should know. Also included in this list is a reference to the sources for this information within the context of this program:

Basic Information Counselees Need	*Where Counselors Can Find It*
Range of occupational opportunities	*Transitional Career Placement in the Rural School* *Desk Reference*
Students should have an idea of the range of jobs open to them. Research shows most students have a limited range of awareness regarding potential job openings.	
Knowledge of sources of information	
Students should know both where to obtain information on jobs and how to appraise the information obtained. They should know how to tap both primary and secondary sources.	Both primary and secondary sources are in *Transitional Career Placement in the Rural School* and *Desk Reference*.
How to choose	
Students need to receive training in the decision-making process.	Decision-making group exercises can be found in the *Transitional Career Placement in the Rural School* and *Desk Reference*. Also see the decision-making interview in the counseling section of this publication.
Specific study of their occupational choice	
Once a choice is made, the student should make a study of that occupation before finalizing her/his choice. She/he should know: the nature of the work, the qualifications, how to get the job, earnings, fringe benefits, advantages and disadvantages.	A check list for student use in studying an occupation is supplied in the *Desk Reference* and a job analysis format is included in the *Transitional Career Placement* Volume.
How to find a job	
Many students need specific assistance on how to implement the choices they have made.	Methods and materials for teaching employability skills are provided in *Transitional Career Placement in the Rural School.*

Additional Information for Counselees

Style of life information — Information on life-styles is frequently not covered in information service courses, but is critical to making a knowledgeable occupational choice. Such information concerns issues like—"What does it feel like to be one?" or "What emotional or intellectual needs does the occupation satisfy?"

Most of the information on style of life must be obtained through sources other than formal printed materials. Since this information is not standard in secondary sources, it is perhaps best to refer students to human or primary sources. For example, a good way to learn about the life-style of a doctor would be to spend some time with one. A problem with this procedure is that one person cannot be representative of the medical profession or any other profession. The information gained would be slanted by that person's biases and attitudes. Life-style information can also be obtained from visiting workers during "Career Days."

Because of the potential bias or nonrepresentativeness of life-style information obtained from work visits, work experiences, or career days, it is important that the counselor check out both the information supplied and that received. This can be done through observation or interview.

Detailed information about training opportunities — As the work world becomes increasingly complex, more training is required over extended periods of time. Consequently, in addition to information specific to the job, a counselee needs detailed information about training opportunities. This is true particularly when the occupational choice requires a concomitant selection of an appropriate training site. School counselors need libraries of actual materials about post high school training, opportunities—requirements, entrance procedures, methods of financing, and so on.

Because of the counselor's own extensive scholastic experience, most find little difficulty in developing an educational counseling file about careers where college training is a prerequisite. They often find it more difficult to obtain information about training not provided through college, i. e., vocational and technical training, apprenticeship, and so on. Much of this information is local in nature. (Procedures for obtaining this kind of information are contained in the *Desk Reference.)*

How to Use Information in Counseling

Using information in counseling is very different from teaching it to groups. In the counseling situation, the counselor is teaching in-depth. The counselor's task is to provide information to the students in light of their individual uniqueness. This must be done in ways impossible within the classroom situation. The counselor's goal is not just to impart information, but to utilize it in ways which enable the individuals to assimilate it personally.

Distinguishing between information and advice. At times in counseling, confusion exists between using information and giving advice. The purpose in counseling is to transmit information in an assimilable fashion without giving advice. For example, Jim claims he wants to be a medical doctor. His high school grades are C's and D's, his achievement test scores in science are well below the norm, and his scholastic aptitude test results are well below the 50th percentile. In the eyes of Jim's counselor the probability of his succeeding or even getting through a pre-med program are slim. While the counselor may want to advise Jim that he can't make it in training for med school, this is not the counselor's task. The counselor's task is to assist Jim in understanding his own achievement and potential as it relates to the program requirements for pre-med school. If the information is supplied

to Jim in a way that he can assimilate it, the results may well be more beneficial than if the counselor did it in the form of advice.

Transmission of advice not only can be ineffective but can create problems. The counselee receives advice from many quarters—from parents, classmates, teachers, and friends. If the counselor gives advice, the counselor represents only one voice among many. Moreover, if the counselor gives advice and the counselee doesn't follow it and fails, that failure to accept the counselor's advice is apt to prevent the counselee from returning for help when she/he most needs it. Moreover, advice-giving violates one of the basic tenets of counseling itself. Part of the counselor's task is facilitating independence on the part of the counselee. Giving advice fosters dependency and robs counselees of the responsibility and opportunity to see and accept the consequences of their own decisions.

The presentation of accurate information is an excellent means for the counselor to demonstrate the fact that each individual has responsibility for his/her own actions. When factual information is clearly presented in a personal way, without advice, the counselor communicates a respect for the individual's ability to do his/her own thinking.

It is not easy to communicate factual information so that it can be easily and personally understood. Recent research on communication reveals that people only grasp a fraction of what is said to them. Failure to listen to or to fully comprehend is due to several factors:

1. A person's attention span is limited;

2. People frequently do not "hear" very well (listening in contrast to reading is not formally taught as a means of knowledge acquisition); and

3. Emotions and attitudes filter out some of what is presented.

Filtering out occurs particularly when something is presented that someone does not really want to hear. If a counselor communicated information which implied potential failure, the counselee would be more likely not to "hear."

Planning for presentation of information. If the counselor really wants information to be personally assimilated, then presentation must be planned carefully. The first step should be to use assessment data obtained from the individual inventory process during previous contacts with the counselee. This is done to review or obtain a synthetic conception of the student as a "whole person." Then, from "knowledge" of this person, the counselor can design strategies to present the information in a manner by which it can be received. For example, just to tell Jim that he couldn't make it in pre-med, let alone medical school, would most likely not be an effective way of getting him to assimilate that information. Even if a counselee is receptive to such news, she/he should be aided with plans for selecting alternative careers.

The counselor should begin with a review of Jim's file and then formulate hypotheses and plans to assist Jim in decision-making. The counselor who did this would discover that Jim comes from a poor family. He has repeatedly stated that he "wants to be somebody, and somebody is someone with bread." While he has expressed previous interest in medicine, he seems to want it for the money and prestige it would provide. Moreover, one of Jim's teachers described him as being "very self motivated, but unwilling to accept what other people tell him. He has to find out for himself." Knowing this, the counselor could plan both how to present the information about

medicine to Jim as well as information about alternatives which might be equally lucrative but more accessible. In this case, the counselor might review with Jim his past record and test scores and then direct him to catalogues describing the requirements for pre-med and medical study. At the same time, the counselor could provide Jim with the opportunity to discuss his need for a lucrative career and at that point raise the possible alternatives to medicine.

While it is critical that the counselor plan his/her presentation of information in light of individual contingencies, no plan in counseling should be followed slavishly. The needs of the counselee should always take precedence over the counselor's plans.

Beyond planning content for the information session, the counselor should be mindful of process variables. Because of individual differences in experience and background, the words a counselor employes may not mean the same thing to be counselee as they do to the counselor. For this reason, as well as the fact that selective perception can occur, it is critical that the counselor provide the opportunity for feedback. The counselor should communicate in such a way as to encourage the counselee to comment on what is presented. In that way the counselor can determine whether or not the counselee has grasped what was said.

While there are a variety of ways in which the information giving session can be structured, from a counseling perspective, it should be structured in such a way that the counselee should respond before proceeding from one point to the next. As in any other interview, the counselee (by the pattern of the counselor's communication) should be aware that the counselor is working with the counselee. Or, better still, it should be clear that the counselor and counselee are working together.

The counselor should be aware of the fact that once a strong counseling relationship has been established, she/he can condition or mold both the content of the interview and the counselee's verbal responses by giving or withholding reinforcement. There is evidence that the counselor does this whether she/he intends to do it or not. If aware of this, the counselor can use the relationship (the power to reinforce) to focus in on content viewed as critical. Thus, the counselor can respond to some things the counselee says, rather than others, and influence the course of the session. Below (see Figure 26) is a somewhat humorous example of how the counselor can influence the content of the interview:

Figure 26

Slightly Serious

ACCIDENTAL HARVESTS

by Robert E. Fuerst

Not long ago I was listening to one of my tapes with a fellow counselor and at the end he said, "You know, most of your clients have sexual problems. I wouldn't be surprised if 75 percent of them talk of nothing but sex."

"Is that bad?" I asked.

Figure 26 continued

He laughed. "The same thing happened last year. You seemed to get all the clients with sexual problems. There must be something about you that draws people with sexual difficulties."

Was there indeed something about me—about certain kinds of counselors—that invited clients with sexual problems? Or was this rather a case of my conditioning clients to speak about things I wanted them to speak about, discouraging them from speaking about things I did not want to hear about? Can one person unwittingly control responses of another person with whom he is talking?

Evidence seems to indicate that the answer to this last question is yes. Greenspoon, for example, has shown that one person may have a pronounced effect on content of another's conversation.[1] He demonstrated this by asking students to speak words—any words that came to mind—and whenever a student spoke a plural noun, the investigator made the affirmative sound, "mmm-hmmm," and every time the student spoke a non-plural noun, the investigator gave the negative sound, "unh-unh." Result? Frequency of plural words spoken by students increased, frequency of non-plural words decreased.

Such a verbal conditioning process might explain incidents that had often been puzzling to me. There was, for instance, the counselor who had formerly been an English instructor at Cornell. His name was Mellow. I remember how amazed I was when I sat by invitation in one of his therapy sessions. It went like this:

Counselor: "How were things this week, John?"

Client: "Better. Better because Betty believed both Bob, Barbara, and Barbara's brother."

Counselor: "Good."

Client: "My mother made me meet Minnie at a Monday Moonlite Mixer. Minnie melted when my meaningful modern method of managing matters moved her and modified her emotions miraculously."

Counselor: "Excellent."

Client: "And Dad denied doubting my dependability and dogged determination."

I could see that Mellow must have been strong on alliteration when he was in English before giving it up for counseling.

In a more orthodox study, Verplanck[2] found that he too could control content of conversation when he talked informally with subjects to see whether he could influence their expression of opinions and found that if he agreed with opinions expressed in ordinary conversation, the subject would express more opinions.[2] On the other hand, if he disagreed with opinions expressed, the subject would reduce the number of opinions given. Verbal behavior of a speaker is apparently not only under control of the speaker, but also of the person with whom he/she is talking.

Figure 26 continued

I thought of Bill Maier, a graduate student with whom I had been associated. At the time, he was nervously concerned about the language requirement in his doctoral program. One of his counseling tapes went as follows:

Counselor: "How are you today, Pauline?"

Client: "Very good, Herr Doktor. Sehr gut."

Counselor: "Mmm-hmm."

Client: "Ja, ja. I was with a friend yesterday. Ein Freund. Gestern."

Counselor: "Ja. Go on."

Client: "I was talking to him very much. Ich spreche viel. Mit my friend. Mein freund."

Counselor: "Gut. Gut."

This went on for half an hour and I remember thinking how good it was to find a student so wrapped up in study for coming language examinations. Ja, it was sehr gut.

Such studies and incidents point to the fact that a person may unintentionally influence others with whom he is communicating. If a counselor hears sexual material from his client and enjoys this (a not unnatural reaction), he may nod in interest, smile, or give some other subtle reward, thus reinforcing emission of sexual content, and soon his client may talk mostly about sexual matters while perhaps the trouble lies elsewhere. One wonders how much of this went on in Freud's clinic, since his theory is based so largely on sexual material he heard from those with whom he was working.

As I thought back to the conversation with my fellow counselor in which he pointed out that 75 percent of the content of my clients' conversation was sexual in nature, I could understand how this came about. Somehow I had been conditioning my clients. Once a difficulty is uncovered in a matter of this nature, it is relatively easy to correct it, and I was able to effect substantial improvement. At the latest check, I am pleased to say that sexual content of my interviews was 92 percent and it is still rising.

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[1] J. Greenspoon. "The Reinforcing Effect of Two Spoken Sounds on the Frequency of Two Responses," *American Journal of Psychology,* 1955, pp. 109-116.

[2] W. S. Verplanck, "The Control of the Content of Conversation Reinforcement of Statements of Opinion," *Journal of Abnormal and Social Psychology,* 1955, pp. 668-676.

In summary, the counselor should be able to design or improvise strategies so that the counselee can gain a real grasp of the information necessary to make an informed choice. To gain a real grasp of the information the counselee must assimilate it. That is, he/she must incorporate it into his/her personal frame of reference. To help this happen takes skill on the part of the counselor. He or she must build, or build upon, a relationship with the counselee and plan the mode of presentation in light of that relationship.

How To Deal with "Typical" Cases

While each individual is complex and diverse there are some common individual problems which are frequently encountered in working with students in the information service. Before covering some of the stereotypical cases it is important to reiterate that whenever the counselor begins an interview, no matter what plan the counselor may have, he/she should make it counselee centered. This is crucial because the counselee may have a problem of a more critical nature than that for which the counselor has made plans. Moreover, by beginning in this way the counselor can make sure that the counseling relationship remains intact. If there is no concern of a more pressing nature, then the counselor can "shape" the interview to address those matters for which plans were made.

Typical clients counselors frequently encounter are: (1) the "non-chooser," (2) "the impossible dreamer," and (3) "the first stepper."

Helping the "Non-Chooser." Frequently the counselor will meet counselees who have made no vocational choice, are unwilling to do so, or want someone else to make the choice for them. In these cases the counselor should begin by assisting the counselee to engage in self-exploration. He/she should help the counselee review past experiences, needs, values, ambitions, interests, abilities, and so on. How much self-exploration the counselee must engage in is contingent upon the individual in question.

Once the counselee has a reasonable self perception regarding interests, abilities, and values and is able to translate these into:

1. a reasonable conception of what she/he wants out of life,

2. an idea of what role an occupation is to play, in terms of what she/he wants out of life, and

3. an assessment of what she/he has to offer—or can acquire—in order to attain what she/he wants. The she/he can begin to explore occupations.

What the counselor should do from this point on is contingent upon the complexity of the demands of the counselee. If the counselee only wants a job that she/he is capable of doing and for which she/he needs no preparation, the counselor can utilize follow-up studies (see Follow-up chapter in this book) and community surveys (see *Transitional Career Placement).* If, however, the individual counselee's aims are more complex and diversified, she/he may need assistance in exploring possibilities in a wider variety of occupations. An excellent tool in this instance is the *Dictionary of Occupational Titles.* (Instructions on how the counselor would employ the D.O.T. for this purpose are contained in the *Desk Reference,* so will not be repeated here.) A computerized information bank such as *WOIS (Wisconsin Occupational Information Service)* is also good. Either source can be used to explore possibilities by occupational groups or worker traits.

Now if I could just decide which runway to use.

Typically, the non-chooser says, "Won't you give me a battery of tests so that I can find out what occupation I should enter?" All too frequently, this counselee is given tests or inventories for this purpose. However, the procedures outlined above are more effective in helping the counselee find something that may be amenable. These procedures can be used in such a way as to allow individuals to take responsibility for their own actions—a key counseling goal. In contrast, tests take away individual responsibility. At best interest and aptitude test data should be used as secondary tools. A review of the individual's past history and personal characteristics as gained through an ongoing individual inventory service is far more important.

Despite the counselor's efforts with the individual who hasn't chosen or will not choose, this individual may not end up with an ideal occupational choice. However, the counselor's efforts will not have been wasted if she/he has assisted the individual in knowing himself/herself better and knowing more about occupations. The counselor will have better prepared the counselee to make a wiser choice when she/he finally does, or must, choose.

Non-choosers are students who frequently can best benefit from group presentations or group courses in occupational exploration. These courses can at least make individuals aware of the many possibilities that exist in the world of work. Courses in occupational exploration can also assist these students in becoming aware of the importance of vocational choice. Thus, while group presentations cannot substitute for individual counseling, they can in fact help people be better prepared for individual counseling when that opportunity occurs.

"The Impossible Dreamer." Perhaps the most difficult task the counselor faces in career counseling is working with the individual who seems to have made an impossible choice. This is the individual who comes in for assistance on how to enter and succeed in a career choice which seems most inappropriate in light of past performances and experience. Here the counselor's job is to utilize information to assist the individual in realizing that she/he has made an apparently inappropriate choice.

While there are a number of things a counselor can do when she/he perceives a choice as inappropriate, the problem is far more complex than it appears on the surface. Because individuals are changeable and changing, very often past performance is not appropriate for predicting future success. Almost every counselor has memories of individuals who went into training for a career which the counselor thought was an impossible dream, but the individual succeeded both in training and in the occupation. Below are three vignettes concerning people who, based on past performance, appeared to be making inappropriate choices yet persisted despite advice to the contrary (Figures 27, 28, and 29).

One can't help but wonder how many others might not have succeeded at their "impossible dream" if those dreams were not viewed as unrealistic by some significant others in their lives. Perhaps in our efforts to be efficient we too frequently attempt to deny the person the right to try and the right to fail. Sometimes our best course of action may be to assist individuals in their efforts while not encouraging them and be ready to assist if failure occurs. At the very least the counselor should not be hasty in deciding that the counselee cannot succeed in a chosen career.

Because this is such a delicate matter, it is critical in such cases for the counselor to review all data available on the individual in order to make a better tentative judgment. If after the counselor really has a conception of the individual, she/he really believes that making the attempt and failing would do damage to the individual, then she/he has an obligation to attempt to assist the individual in making a more realistic decision. In such cases, the counselor knowledgeable about occupations at the various levels within fields can often provide viable and equally attractive alternatives.

The Impossible Dreamer

I'll bet I could fly transatlantic 400 miles an hour.

Figure 27

JOE

Joe is a physician with specialities in obstetrics, gynecology, pediatrics, and cancer surgery. He currently heads a clinic in a large Midwestern city. Fully half of his services are devoted gratis to the disadvantaged. Besides the great rewards he reports deriving from his practice he has received numerous civic and professional citations.

When he is not practicing medicine Joe helps care for his large family—three children of his own and two adopted. He is described as an excellent father and an exceptional husband. In addition, he is also highly involved in community affairs.

Standardized tests administered to Joe while in school revealed an IQ score of 100 (average), Primary Mental Abilities test scores were all around the norm, Differential Aptitude Test scores were all slightly below average, and Progressive Reading Test scores were at grade level each year given. The Kuder Preference Record suggested little relative interest in the Scientific or Social Service areas. Joe's grade reports were average and he graduated in the middle of his class.

Joe was described by school personnel as being slow walking, slow talking, listless, unathletic, and nondescript in appearance. He was not particularly popular nor did he participate in extracurricular activities. He was said to lack confidence and to be overly dependent on his mother.

Figure 28

"SLEEPY"

Sleepy was one of four children who grew up on a 90 acre dirt farm in the Midwest. He attended rural schools where he achieved little or no distinction. His chores and the distance of his home from school prevented his participation in extracurricular activities. He was described as being friendly but quiet. His nickname was the result of his extremely relaxed manner. He was described as pleasant in appearance, was well built, and carried himself like an athlete.

Sleepy graduated in the middle of his class. On all standardized tests, IW, Primary Mental Abilities, Differential Aptitude, etc., he scored below average for students of his age group. He left high school planning to return to work on the family farm. At that time no one, including Sleepy, was aware of any untapped reservoir of academic potential.

Figure 28 continued

Sleepy, however, did not go back to the farm. He went on to college. He graduated on time, with a B.S., and with honors. Upon graduation he taught on the secondary level for one year, then returned to school at a prestigious midwestern university where he was awarded a Ph.D. in Agriculture three years later. Upon commencement he took a faculty position at a midwestern college where he became chairman of the department within two years. Several years later he left teaching to engage in research. Within several years he acquired his present position as director of one of the most active research institutes in his field.

Figure 29

JOAN

Joan was born the oldest of nine children on a farm in the Midwest. She attended elementary and secondary schools in a nearby medium-sized city. Joan's teachers during this period described her as being attractive and friendly, but not too bright. IQ tests accorded the same assessment as she scored at approximately the 35th percentile on two separate occasions. On other standardized tests Joan also scored significantly below average. Throughout these years Joan received lower than average grades and her duties at home accorded her little time for extracurricular activities.

Because she enjoyed working with young children, Joan wanted to be a teacher. She actively pursued this goal at the county normal school following high school graduation, despite the forebodings of failure given her by her counselor. Joan did so well at normal school that she transferred to a nearby state university the following year.

Her first year at state, Joan was forced to work to support her education. At the end of the first year, however, she was awarded a scholarship which enabled her to quit her job. During the next two years she was elected to numerous offices and became the star of college musical productions. Upon graduating with honors Joan moved East where she began her teaching career.

Today Joan holds a M.A.T. and teaches in the inner core of a large Eastern city. She reports deriving great satisfaction from her work and has received special recognition for creative and inspirational teaching. Joan also supervises the school newspaper and directs student plays. Both the plays and the paper have been cited for excellence. It appears that whatever she now attempts she does with an ebullience and dedication that evokes admiration from her colleagues.

The counselor should remember that the average counselee knows very little about occupations. Thus, an occupational choice may be far less firm than it actually appears. As the individual learns more about the fields of his/her preference, she/he may discover other occupations at least as pleasing as the apparent first choice. Here again, the *Dictionary of Occupational Titles* can be of assistance. (See *Desk Reference.*)

With the "impossible dreamer" as with others the counselor can begin by attempting to uncover the need which the individual is trying to fulfill through career choice. Once uncovered, the knowledgeable counselor can make possible suggestions of substitute occupations which will offer better prospects for need gratification.

"The First Stepper." Perhaps the easiest case that the counselor has to work with in career counseling is the counselee who has either made a tentative choice or has several tentative choices. The first goal of the counselor is to encourage the counselee to discuss choices until the task at hand is focused and clarified.

If the counselee clearly wants assistance in reviewing the tentative choice or in comparing several choices, then the counselor can begin with a checklist containing information that an individual should know about an occupation.

Such a checklist should include items and questions related to:

a. Requirements and qualifications
b. Work description
c. Preparation
d. Entrance procedures
e. Employment outlook
f. Advancement or career ladder
g. Earnings and fringe benefits
h. Number and distribution of workers
i. Advantages and disadvantages
j. Related occupations
k. Sources for further information

Hoppock (1976) has developed an excellent checklist which can be used for this purpose (see Appendix C). A briefer checklist also good for this purpose is contained in the *Desk Reference.*

In doing a checklist review the counselor should go over each item with the counselee. The best place to begin is with requirements or prerequisites. Often the review proceeds no further. For example, if entrance into the career required a bachelor's degree and the person had made up his/her mind not to attend college, then quickly the choice could be rejected. Or, the girl who wants to be an airline stewardess but does not meet height and weight requirements could quickly reject that choice in favor of another or begin exploring other choices. As the counselor and the counselee together review each item on the checklist, notes should be made both on their present knowledge of the occupation and on those factors about which additional information is needed.

Once the checklist is reviewed and the choice is still open for consideration, the counselee should be referred to resources related to those items about which the counselor or counselee had insufficient or no information. If two or more occupations are still being considered, information

The First-Stepper

I go into a tailspin everytime I try to make up my mind!

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on each should be obtained. In addition to the hard data the counselee obtains from formal sources, data from informal sources should also be considered. The counselor can assist the individual in having tryout experiences, talking with people employed in the field, or spending a day or two observing someone while actually performing on the job. Through these procedures the counselee can gain the important information on what it might be like "to be one."

Once an occupation has been studied in this manner it is very frequently wise for the counselor to have the counselee sit down and make a list of the pros and cons of the occupation. This listing of strong and weak points often provides the counselee with assistance in reaching a conclusion. On the list, all the factors included in the previous checklist should be included. One examples of such a "decision" list is contained in the *Desk Reference.* Another is included in Appendix D of this book. The one included in this book is taken from Hoppock (1976).

Information to Help Students Take the Next Step in Education

Once the individual has made a decision, or even if she/he has made no decision, the counselor still has a responsibility to help the individual take the next step. If the student is planning to go from school directly to employment, the counselor has a responsibility both to assist in the placement process, when necessary, and to assist the student in acquiring employability skills. (Techniques for assisting students in placement and in acquiring placement securing skills are covered in *Transitional Career Placement in the Rural School.)*

Training Site Choices

The choice the individual has made may require further educational preparation and training. Here the counselor has responsibilities in aiding the individual to select the school or training site which is most appropriate for the achievement of career goals in light of his/her individual circumstances. As in vocational decision-making, the counselor will encounter those who have done no thinking about a training site, those that have made tentative choices, those who have made appropriate choices, and those who have made inappropriate choices.

The counselor should begin by reviewing inventory data on the individual with whom she/he is working. Again, the counselee should be encouraged to talk until agreement is reached on what factors are relevant. In assisting students with the choice of training site, the counselor should use a checklist of typically important variables to consider. The following is such a list:

Training Site Checklist

1. Program and course offerings
2. Admission requirements and policies
3. Costs
4. Financial aids

5. Accreditation
6. Size of student body
7. Location of institution (proximity, size of community and so on)
8. Institutional environment (social)
9. Facilities
10. Affiliation (public, private, religious)
11. Placement services

Each of these variables is discussed below, and sources of information are cited. (For a more extensive list of bibliographical references related to each variable see the *Desk Reference.)*

Program and Course Offerings. Obviously a student should be encouraged to select a school which is appropriate for his/her career choice. Appropriateness is contingent upon the specifics of the choice. For example, a student interested in physical education would have a much broader range of choice than one interested in architecture since more schools offer programs in physical education.

Beyond program offerings, course offerings within programs are important to screen. It might be wise for the individual who is attempting to make a decision among several alternative programs to examine the various course requirements and course offerings within programs. In addition to course offerings, special programs can be of importance, e.g., an honors program, an independent study program, remedial reading program, or credit for travel.

Where a number of schools offer the necessary program, other variables become more important. If the student is interested in going to one of the "better" or "best" institutions for training, this type of information may be difficult to secure. In selecting a college a good clue to quality is whether or not the school offers advanced degrees in the area of interest. Another clue is the number of degrees granted at the various levels; usually, the more the better. The number of staff within the area of specialty, their education and work experience, their activities in professional organizations, and their publications can also provide information regarding the quality of the institution for the training in question. Another factor which is worthy of consideration is the student-teacher ratio. It is generally believed that a lower student/faculty ratio is indicative of higher educational quality.

The best source of information on program and course offerings is an institution's catalog. An excellent source for vocational programs is *Vocational Education and Occupations* (H.E.W., Washington, D.C., United States Government Printing Office, 1969). This source describes typical courses related to specific occupational fields in vocational education.

Admission requirements and policy. Requirements for admission vary considerably from institution to institution. Some institutions have a policy of open admission, others are rigid, and still others have a policy of accepting a set amount of high risk students. In addition, the requirements may vary for in-state and out-of-state applicants. On the college level entrance examinations are a common requirement. Some institutions rely almost solely on the scores. Others place far

less weight on them and use them only to supplement grades. Some institutions require letters of recommendation and still others ask the students to provide work samples.

Requirements for admission are best obtained from a school's catalog. The clearinghouses for colleges are other sources of information on admissions. Three of these are: the *Private College Admission Center,* (1970 N. Street N.W., Washington, D.C. 20036), *ASK US* (National Association of Admissions Counselors, 9333 Lawler Avenue, Skokie, Illinois 60076), and the *American College Admissions Center,* (1601 Walnut Street, Philadelphia, Pennsylvania 19103). Comparative information on admissions requirements is included in *Barron's Profiles of American Colleges,* (Woodbury, New York, Barron's Educational Series), *Comparative Guide to American Colleges,* (New York, Harper), and *The College Handbook,* (C.E.E.B., E.T.S., P. O. Box 592, Princeton, New Jersey 08540). Special assistance to and programs for minorities and the disadvantaged can be obtained in *A Chance To Go To College,* (C.E.E.B., N.Y.).

Cost. Costs include such items as tuition, room and board, school fees, books, incidentals, and travel costs. The importance of costs as a consideration in selecting the institution is dependent, of course, on the financial status of the student and the student's parents. However, considering the current status of financial aids and the variety of financial aid sources available, this is not as serious a problem as it once was even for the student from an impoverished background.

Cost information can be obtained from institutional catalogs. An excellent additional source is the *New York Time's Guide to College Selection,* (Chicago, Quadrangle) which groups institutions into nine categories by cost.

Financial Aid. In recent years at both the national and state level there has been a much greater commitment to providing an equal opportunity to post high school training regardless of financial status. Qualified students regardless of finances, and particularly minority and "disadvantaged" students, are provided with many opportunities to gain assistance for education.

Students planning on further education should be informed about the various kinds of aid available and the sources for each type.

Basically there are four kinds of financial aid:

1. loans
2. scholarships or fellowships
3. grants
4. work-study

Two sources which supply comprehensive information on financial aids are *Your College Education How to Pay for It,* (Splayer, S., N.Y., Julian Messner) and *How to Beat the High Cost of College,* (Cox, C., N.Y., Dial). Also useful are two bibliographies which provide listings of sources for financial aid information: *Student Aid Planning in the Space Age: A Selected Bibliography,* (Washington, D.C., B'nai B'rith) and *Sources of Information on Student Aid,* (Washington, D.C., NEA).

Accreditation. On the whole, those institutions which have been officially stamped for approval by a national, regional, or state accrediting agency tend to have a higher status than those which have

not received such accreditation. Accreditation is particularly important when considering correspondence education.

Information on accreditation is usually given in an institution's catalog. All the directories on colleges and universities give information of accreditation. Trade and technical schools approved by the National Council of Technical Schools are listed in the *Directory of Accredited Private Trade and Technical Schools,* (Washington, D.C.). Business schools approved by the Accrediting Commission for Business Schools are listed in the *Directory of Accredited Institutions,* (United Business Schools Association, Washington, D.C.). Listing of the various accrediting agencies can be found in *Nationally Recognized Accrediting Agencies and Associations,* (H.E.W., Washington, D.C.).

Size of Student Body. Size of the student body can be an important variable, particularly for the rural student. While the large school typically offers wider variety of programs and courses and has more facilities, an individual may feel lost in this setting. On the other hand, a number of individuals who have not experienced life in such a setting look forward to a change. Rural students contemplating attendance at a large school should be encouraged to visit the institution and spend time visiting classes and talking to students. If this is not possible former students attending large institutions should be brought in to discuss their experiences.

Information on enrollment size can be readily obtained from the *New York Time's Guide to College Selection* which lists institutions in categories by size.

Location of the Institutions. Location is often a critical variable particularly for rural students. While institutions of just about every type are located throughout the country, in most states they are concentrated in urban areas. Thus, depending upon program choice, post high school training may necessitate a change in life-style. This should be reviewed. Also of importance is the proximity of the institution. Some students want to "get away," others want to commute. For still others climate can be important. In addition, the community setting in which the institution is located should be reviewed in relation to institution size. One source for such information is the *New York Time's Guide to College Selection.* Barron's or Lovejoy's guides also provide this information.

Coeducational—Non-coeducational. With the advent of the women's movement the number of non-coeducational institutions has diminished. Thus, the decision of whether or not to attend a coeducational institution is not as frequently a factor as it once was. However, many institutions that were formerly non-coeducational still have a heavy balance favoring one sex. Social life differs in relation to the makeup of the institution. For example, a women's college often offers more of an opportunity for leadership by young women than a coeducational institution.

Environment. Just as style of life varies according to occupation, so it does according to institution. Some institutions are intellectual in nature, others are primarily social. Some place heavy emphasis on sports while other emphasize cultural activities. Perhaps the environment of the institution is best determined by having the individual make a campus or site visit and talk to students and staff.

Published information on the social environment can be obtained in the *Comparative Guide to American Colleges,* (New York, Harper) or in *Who Goes Where to College?* (S.R.A., Chicago).

Affiliation. Affiliation involves whether or not the school is private, public, or associated with a particular religious sect. The majority, approximately two-thirds, of institutions of higher learning are privately controlled although the majority of students attend public institutions. The relationship

between church and school in private/sectarian colleges differs markedly from school to school. In some institutions students may be required to be members of a particular denomination and there may be rigid religious control. In others, the original church relationship is, for all intents and purposes, non-existent.

Information concerning affiliation can be obtained by denomination. For Catholic students an excellent source is *The Official Guide to Catholic Educational Institutions,* (200 Sunrise Hy., Rockville Center, New York 13118). For Jewish youth an excellent source is the *College Guide for Jewish Youth,* (B'nai B'rith, Washington, D.C.).

Facilities. Frequently one of the keys to assessing the quality of an institution is the availability of facilities. Such factors as the number of volumes in the library, or number of classrooms, study, and reading rooms might be considered. Moreover, the recreational facilities such as a golf course, tennis courts, swimming pool, gym facilities, etc. may be very important to some individuals. Resident facilities also can be very important. In some, coeducational dormitories are available, in others they are strictly forbidden. For married students the existence or non-existence of married living quarters may be a critical factor. For information on the environment, a visit to the school is the best way to obtain data.

Placement. Placement services provided by the school should be of concern to potential students, but frequently they are not, particularly to students who are attending four year instititutions. At that time placement does not appear to be of great concern because it seems so far in the future. However, for students planning to attend a vocational institution which usually entails shorter programs, the placement services offered are vital. In any case, the placement record in the school should be considered.

Placement facilities or placement opportunities available while in training are also important for students who are in need of money.

While each of the above variables may not be important to each counselee, it is important to check out all with the individual counselee. The counselor should go through the list item by item on the basis of his or her own and counselee's present knowledge regarding each variable. Those variables about which more information is needed should be noted, and the counselee should be referred to "good" information on each variable in question.

If, after obtaining information relevant to each of the variables, the individual still has several options open, she/he should be encouraged to make a personal visit in order to get a feeling for what it is like to be a student or trainee in each particular location. If several options still remain open; it is wise to have the counselee make a list of the pros and cons institutions, using each variable on the checklist.

Added Information. Several aids which students often find helpful are: *Should You Go To College?* (S.R.A., Chicago), *How To Get Into College,* (E.P. Dutton and Company, New York), and *How to Visit Colleges,* (N.V.G.A., Washington, D.C.).

Summary Discussion

If automation and cybernation are making work, as we know it, obsolete and creating new forms of employment, then helping students identify employment goals appears to be at best a difficult task. Consequently, the main thrust of the counselor's work should focus primarily on processes which will be relevant regardless of social change, e.g., decision-making skills, coping skills, and interpersonal relationship skills.

While encouraging students to focus on process is the critical and primary function of the counselor, it is also essential that the counselor makes certain that students receive adequate information for decision-making. The dispensing of culturally dated materials cannot facilitate guidance goals. Furthermore, a counselor providing inadequate or out-of-date information to people who will live in an uncertain future is neither helping the counselees nor securing his/her own professional status.

In essence, counselors must use information currently available in a creative way. They must study the current social milieu and project into the future implications of current events and transformations.

While the computer, automation and cybernation are making changes in the work world, the same technology which creates the information lag, in part, can help solve the counselor's informational problem. More and more computerized information systems are currently being developed. A number of these systems, such as "Discover," attempt to utilize the computer as a substitute for the counselor. Obviously, if one holds to the view that each person is unique and complex, such efforts must ultimately fail. However, a number of systems are being developed which are primarily information storage and retrieval systems. Here the computer is not used as a substitute for human interaction but rather as a omnibus resource in which current accurate information on the full variety of resources is contained.

Currently under way are nine National Occupational Information System projects, funded by the U.S. Department of Labor, which are aimed at providing the counselor and student with up-to-date accurate information. Wisconsin is one of the states with a funded project, (WOIS). When completed, this system will contain up-to-date information on national colleges and universities, on state training locations including colleges and universities, vocational and technical institutions both public and private, and proprietary schools. Also included will be a financial aid file, a job file containing occupational information related to well over one thousand occupations nationwide, and a state occupational information file which will have pertinent information on occupational opportunities in the state of Wisconsin. In addition, this system will have a human resources file which will contain the name and location of the individuals employed within a number of fields who are willing to provide the personal touch that many students need.

With the help of computer systems the counselor will still have to know basic information about local occupational and educational resources, but the counselor and the student will have ready access to information on a much more extended basis. Furthermore, this information will be prescreened, evaluated, and kept current. Systems such as this should improve the counselor's ability to provide accurate information and provide added time for individual counseling.

In the final analysis, with or without the computer, the task of providing pertinent personalized information to the individual in order to facilitate "good" decision making is an extremely complex task. Regardless of frequent and competent up-dating, computerized information will never be

completely accurate. Of necessity, information about occupations or about fields of work is normative information; that is, it contains details on what the normal duties are, what the normal conditions of work are, what the normal pay is and so on. Individual jobs are much like individual people, each has idiosyncracies which often are critical factors in determining job satisfaction.

All too often vocational counseling, through the use of information, is projected as a relatively simple task where round pegs can be fitted into round holes and square pegs into square holes. Because of the uniqueness of individuals, round pegs and square pegs cannot be found. Moreover, because of the many unique factors about particular jobs, round holes and square holes can't be found either.

CHAPTER V

THE COORDINATION AND REFERRAL SERVICE

"When we finish the tune-up, she should be ready to fly to the University airport. I'll call and check on their hangar space."

CHAPTER V

THE COORDINATION AND REFERRAL SERVICE

Coordinating the Assistance of Others

The student who comes into the counseling office may show a different set of personality traits and a different set of needs to the school counselor than she/he does at home, in the classroom, or with school-age friends. Many viewpoints are needed in getting to know the many facets of a student's personality.

Who knows the way a student reacts to real adversity better than his/her mother? Who knows what bearing the home's financial condition has upon a student better than the mother and father? Who knows how a student takes responsibility for his/her work better than a classroom teacher? And equally important in consideration of a student's welfare—who is more interested and concerned about a student than his/her parents or more anxious for the development of the individual and his/her skills than teachers?

It is logical and vital that the resources represented by parents, teachers and others be utilized whenever possible to further a student's development. A counselor must have the assistance of these significant others and must know how to coordinate their efforts in the student's behalf. It is doubtful that a counselor using unlimited time and effort in one-to-one counseling could bring as much flexibility and individual knowledge to bear on the needs of the individual as a counselor working with, and through, significant others.

What Is Meant by Coordination?

Coordinating the activities of others on behalf of the individual should be an integral and consistent part of the counselor's overall services. The ultimate goal of this service, as the other counseling services, is to facilitate individual development. However, in performing this service, it is not enough for the counselor to assist the student in improving his/her self concept or personal-social relationships or adapting to the school. It is also part of the counselor's function to work with and through others to alter the way the school responds to the individual. In other words, the counselor's task is not only to work with the individual but is also to manipulate the environment in order to benefit the individual. Working to alter the mode in which the school interacts with or relates to individuals is particularly appropriate when the counselor recognizes common needs or consistent problems which appear to occur because of some failure in the school's mode of interacting with students. Thus, through the coordination service, the counselor works on behalf of individuals both by cooperatively attempting to facilitate individual change and by attempting to alter school practices to meet individual and group needs. The results of the counselor's effort should include school change as well as counselee change.

What Needs to be Done?

A counselor must first know each student well in order to be able to enlighten others and help them to know the student better.

A counselor must have a goal or a series of goals appropriate for each student.

A counselor must choose techniques and procedures to use with each individual.

A counselor must have an excellent working relationship with both the administration, the teaching staff, and the parents. She/he must be able to use expertise and the powers of persuasion to solicit their efforts on the student's behalf.

A counselor must institute a good communications system in order to help others to know the counseling role and function and to coordinate services on a systematic basis.

Developing Plans for Working with Others

Knowing the individual: processing data pertaining to the student. Before attempting to coordinate the efforts of others on the student's behalf, a counselor should review information gathered through the inventory and counseling interview style. The material gathered should include information about the past, about current behavior, and about plans for the future. Sources should include the counselee himself/herself, other school staff, the family, and significant others both inside and outside the school. The counselor should synthesize this data in such a way as to gain a composite picture of the whole person. The following questions can serve as a guide in processing this data.

1. What is this person's usual behavior with other people?
2. How does this person perform on both assigned tasks and during self-chosen activities?
3. What is unique or outstanding about this individual? What is the thing, or several things, that distinguish him/her from his/her peers?
4. What is/are this person's needs?
5. What assets are available in this person's environment for working with him/her as a counselee? What unique aspects of this person's environment can be of assistance?; and
6. What limitations or handicaps has this person overcome, failed to overcome, or must continue to face? What does the longitudinal pattern of this person's behavior suggest about the likelihood of change or continuity in behavior?

With a solid background of information about the student, the counselor should be in a position to demonstrate both knowledge and concern. In order to carry the knowledge base into action, the

counselor must also know the techniques and procedures which will be useful in each particular case. Often counselors appear to operate from both an incomplete understanding of the individual and from a "one best way" approach to assisting individuals.

Establishing goals. Once the counselor has processed the data and knows the individual as well as possible under the limiting circumstances of each situation, the next step is to attempt to establish clear goals for working with the counselee. The counselor does this by reviewing the individual's growth in light of developmental goals and personal goals. Once the goals for working with the counselee are tentatively set, the counselor should review them with the counselee.

Choosing techniques and procedures. People develop or change as the consequence of a number of intervention strategies. The learning techniques chosen by the counselor will depend upon the counselee's status as well as upon the facet of behavior or development which she/he desires to change. For example, Johnny's personal social skills might be amenable to change through reinforcement and Suzie's through modeling. On the other hand, improving Johnny's study skills might require confrontation. The choice of methods for helping Johnny or Suzie is contingent not only upon having a number of strategies which have proved effective with others but in knowing the individuals well enough to make the right choice.

For this effort the counselor must call upon his/her training and experience in: (1) how people learn, (2) how people develop, (3) how the particular person in question learns best, (4) how the particular person has developed, and (5) a number of strategies by which individuals can learn.

The counselor's problem is akin to that of the prospective painter who has the tools and the subject and tries to make a work of art. Without the intangible "extra," a creative spark, there is no guarantee that what he puts on the canvas will be art. The counselor has to combine knowledge of the counselee with the best techniques and procedures for that individual. Just as the artist is aided by knowledge and practice with the tools of his craft, so too is the counselor.

Specific ideas for furthering individual growth and development will differ in each case. The strategy, the method, or method development are the artistic part of counseling, the difficult part. The plan of attack, or program which the counselor devises, and the suggestions she/he has for other school staff or parents must come from the basis of an understanding of the individual. Since individuals are unique, counselors' suggestions must be unique. In Figure 30 are examples of the kinds of suggestions the counselor might consider. These techniques and procedures were used with individuals having specific needs.

Figure 30

Techniques and Procedures to Individualize with Special Needs

Parents. Depending on the needs of the individual, specific do's and don'ts apply. For example:

1. Don't compare . . .
2. Don't nag . . .
3. Don't force your presence . . .

Figure 30 continued

4. Don't insist on college . . .
5. Don't *give* everything . . .
6. Do praise . . .
7. Do encourage participation . . .
8. Do talk . . .
9. Do take trips together . . .
10. Do reward . . .

Teachers. Again, suggestions should be made specific to manifest needs. For example:

1. Allow independent study
2. Allow work-study credit
3. Provide work experience
4. Review basic skills through projects which have personal meaning
5. Praise—don't push
6. Encourage participation
7. Allow tutoring

Administrators. To maximize individual development, flexibility is mandatory.

1. Allow use of outside facilities during school time
2. Provide advanced or slowed down sections in courses
3. Permit more than usual course load
4. Inaugurate honor study halls
5. Allow try-out vocational experiences
6. Allow work-study programs
7. Offer summer enrichment classes
8. Allow auditing of classes in substitution of study halls
9. Encourage special mini-courses on special topics

Community. In rural areas, often community participation is necessary to provide individually meaningful experiences.

1. Encourage school visitation
2. Encourage parents and specialists to supplement regular programs
3. Encourage community members to work with students on special projects
4. Encourage community members to evaluate students' work
5. Encourage field trips and plan visitations

The list in Figure 30 is not exhaustive or all inclusive. Its purpose is to show the variety of procedures the counselor might adopt or adapt. There are a number of books and "cookbooks" which offer possible assistance. Most of those on the listing below in Figure 31 have a particular theoretical base. That is, most of the items on the list below include techniques and procedures associated with

one or the other schools of counseling thought. We believe that different individuals learn the same things through different procedures and the same individual learns different things through different procedures. The appropriateness of any technique or method designed to bring about change is contingent upon both the individual and that facet of the individual's behavior which is of concern. The following list of techniques and procedures is offered in the belief that the counselor attempting to work with unique, diverse, and complex individuals has to learn to adopt and adapt methods and procedures from a variety of sources.

Figure 31

Booklist

Allport, G. "Psychological Models for Guidance." *Harvard Educational Review* XXXII. 1962.

Amble, B., and Bradley, R. *Pupils as Persons.* New York: Chandler, 1973.

Campbell, Robert E., Walz, Garry R., Miller, Juliet V., and Kriger, Sara F. *Career Guidance: A Handbook of Methods.* Columbus, Ohio: Charles E. Merrill Publishing Company, 1973.

Carkhuff, R. *The Art of Helping.* Amherst, MA: Human Resource Development Press, 1973.

Carlson, J., Splete H., and Kein, Editors. *The Counseling Process.* Washington, D.C.: A.P.G.A., 1975.

Chester, M. and Fox, R. *Role-Playing Methods in the Classroom.* Chicago: SRA, 1966.

Dyer, W.W. and Thiend, J. *Counseling Techniques That Work.* Washington, D.C.: A.P.G.A., 1975.

Grant, Harold W. *Theories of Counseling.* Edited by Bufford Stefflre, Second Edition. New York: McGraw-Hill, Inc., 1972.

Holt, E. *Encounter in the Classroom.* New York: Holt, Rinehart and Winston, 1971.

Hosford, R. E. and deVisser, A.J.M. *Behavioral Approaches to Counseling: An Introduction.* Washington, D.C.: A.P.G.A., 1974.

Johnson, David W. *Reaching Out: Interpersonal Effectiveness and Self-Actualization.* Englewood Cliffs, NJ: Prentice-Hall, 1972.

Kumboltz, J. D. and Thoresen, C. E. *Behavioral Counseling: Cases and Techniques.* New York: Holt, Rinehart and Winston, 1969.

Landy, E. and Kroll A.M., Editors. *Guidance in American Education.* Cambridge, Massachusetts: Harvard University, 1965.

Figure 31 continued

Morgan, L. *Casebook for Counselors.* Washington, D.C.: A.P.G.A., 1974.

Pietrofesa, J. *Teaching Practices Designed to Foster Self-Understanding.* Detroit: Wayne State, 1968.

Roeber, E. C., Walz, G., and Smith, G. E. *A Strategy for Guidance.* New York: Macmillan, 1969.

Rothney, John W. M. *Adaptive Counseling in Schools.* Englewood Cliffs, N.J.: Prentice-Hall, 1972.

Rothney, John W. M. *Methods of Studying the Individual Child: The Psychological Case Study.* Lexington, Massachusetts: Xerox College Publishing, 1968.

Rothney, John W. M. and Roens, Bert A. *Counseling the Individual Student.* New York: William Sloane Associates, Inc., 1949.

Severinsen, N. K. *Career Guidance: An Individual Developmental Approach.* Columbus, Ohio: Charles E. Merrill Publishing Company, 1973.

Simon, Sidney. *Values Clarification: A Handbook of Practical Strategies for Teachers and Students.* Hart Publishing Company, 1972.

Smaby, M. H. and My Gim. *Classroom Guidance: An Introductory Approach to Humanistic Education.* Minneapolis, MN: Department of Education, 1973.

Tyler, Leona E. *The Work of the Counselor.* (3rd edition) New York: Meredith Corporation, 1969.

Waters, Jane. *Techniques of Counseling.* New York: McGraw-Hill, 1964.

Working with Others

Working with Teachers. Students spend 20-25 percent of their waking hours each week of the school year with teachers. Consequently, teachers have a significant impact on their behavior and development. Regardless of what the counselor does in an interview session, when the student leaves the office she/he returns to either the classroom or to some other school activity. Counselors ignore a vital resource when they fail to recognize the teacher's important contribution to the student's growth and development and fail to utilize and work with teachers.

All too often professional literature promotes counseling methods and procedures by which to get around the teachers in promoting individual development. In other cases, much discussion is made of ways in which the counselor can work with individuals without considering the teachers as co-workers. In either of the above cases a school counselor with a typically heavy load is unlikely to be very effective.

Many teachers today have extensive advanced education and are knowledgeable about individual growth and development. Thus, many are very competent in providing for individual differences in the classroom setting. Counselors failing to take advantage of this expertise are remiss in their duties. Moreover, regardless of advanced training, most teachers are interested in the development of each student. If counselors are indeed willing to work with them as collaborators and demonstrate respect for their competencies, most teachers are happy to become members of the guidance team. The counselor can begin this cooperative venture by calling attention to the needs of the individual on the basis of evidence which she/he has gathered. If the counselor has spent time with the individual, has acquired longitudinal data based upon a sound inventory program, has consulted with parents, and has taken time to develop individualized proposals based upon a combination of this data, it usually is not difficult to convince the teacher of genuine concern.

Functions teachers can perform The following are functions teachers can perform in facilitating the overall goals of the guidance program:

1. First of all, they can provide the kind of physiological climate within their classrooms which is most appropriate for the fullest development of each student and place students at appropriate developmental tasks.

2. They can assist in the individual inventory process by learning and recording information regarding the individual's interests, goals, values, and behavior in the classroom setting.

3. They can refer students with personal, social, or interpersonal problems to the counselor.

4. They can integrate career development information into the subject matters of their particular course.

In addition, there are times when the teacher can work cooperatively with the counselor in presenting group guidance units.

Counseling functions which assist teachers There are many reciprocal practices which a counselor can perform to aid the teacher:

1. The counselor can provide counseling services to those students who are referred by the teacher.

2. The counselor can assist the teacher in discovering individual differences among the students and developing plans to meet individual needs.

3. The counselor can be of great assistance to the teacher in understanding the individual student through the maintenance, collection, and synthesis of inventory data.

4. The counselor can provide assistance to individuals through the information service.

5. The counselor can serve as a resource consultant to teachers on personal, social, career, and community information.

In attempting to work with teachers, the counselor will encounter those who find it difficult to accept a guidance point of view. Too often when this occurs, the counselor appears to consider the teacher as a threat to the guidance program, as someone to be ignored, or as someone who is incapable of accepting new or different ideas.

Instead, the counselor should view this individual as a challenge. Not to do so will probably mean that the differences will become magnified and the gulf will widen. This may eventually lead to further misunderstandings and mutual condemnation. Too often the counselor appears to believe that immediate progress is essential and the teacher is an obstruction to that progress. On the other hand, the teacher may believe that the counselor has much to learn in school matters and has no right to attempt to force him/her to do anything. When counselor-teacher relationships are poor, usually both parties are at fault. However, all too frequently the counselor is the one who has ultimately failed.

If the counselor accepts the disbelieving teacher as someone who must be shown the benefits of guidance services, she/he is more likely to develop a healthy program. In working with disbelieving teachers, both patience and evidence are needed to change outlooks on the benefits of guidance services. As long as the counselor maintains open lines of communication, there is a chance of success. Once the lines of communication are broken little can be done.

The counselor must be warm, accepting and empathic with others in the school community besides the students she/he counsels. If the counselor prepares for interpersonal relationships with teachers with the same care as she/he does with individual students, success should be achieved. The sources and reasons for teacher attitudes are as complex as the sources and reasons for the attitudes of any individual counselee. The counselor who recognizes and accepts this fact will take a major step towards the elimination of misunderstandings with other staff members. At all costs, the counselor must avoid portraying the image that only she/he cares for the individual.

In working cooperatively with the teaching staff, a counselor should remember these rules:

Demonstrate the value of the guidance service; don't just assume universal acceptance of its value.

Remember to treat teachers as worthy individuals entitled to their own opinions.

Ask for opinions.

Keep the teachers informed.

Working with Parents. The school counselor needs to hold a number of conferences with parents regarding the individual development of their children and the way in which school affects a child's life. At a minimum, these should be conducted during or prior to a student's freshman year and prior to or during the senior year, as well as at times when the school is taking special action with that student. Consultative interviews with parents should be an integral part of any guidance program.

The conferences give a counselor the chance to solicit cooperation of parents in promoting their son or daughter's individual development. Parents are entitled to know relevant information about their child's behavior, learning problems, or development. The counselor can be of assistance in a number of ways. She/he can interpret test and individual inventory data, review school policies, and help direct parents' thinking concerning the success of their child in school. Working with parents is essential when the counselor works with minors. The parent has a legal right to know and a legal responsibility for a child's behavior. A parent is also financially responsible for his/her child's behavior.

Beyond legal rights, most parents care about their child's adjustments, performances, and decisions. The well-being of any individual in a family has an impact on the whole family. In turn, the well-being of the family has an impact on the development or behavior of the individual. This interdependence is perhaps the strongest reason why it seems unconscionable for a counselor not to work with parents.

The story of Jimmy, Figure 32, is a case in point.

Figure 32

Jimmy

Jimmy was known as the senior class cut up. In addition to cutting up he frequently slept in classes, skipped school and had been involved in several drinking episodes, and had been arrested for vandalism. While he did not get good grades, he performed very highly on tests of achievement and aptitude. On I.Q. tests given on two separate occasions he scored almost two standard deviations above the mean. Consequently, besides being labeled a delinquent, Jimmy was labeled as a "lazy underachiever" by most of the school staff.

Finally, one school staff member referred Jimmy to the counselor. In reviewing Jimmy's record the counselor discovered that Jimmy had not always been a "cut up" and "underachiever." She found that Jimmy's problems seemed to have begun in abrupt fashion about a year earlier. The counselor had some trouble in trying to communicate with Jimmy in an effort to get at what the source of his difficulties was. Somewhat as a last resort the counselor decided to make a home visitation.

The counselor found that Jimmy along with his four brothers and sisters lived in a four room house with his mother who was physically handicapped. In talking to his mother she found that Jimmy's father had had a mental breakdown and once released from the state hospital had deserted the family. She further stated that Jimmy and his father had once been very close, that his father's desertion had been a big blow to Jimmy. In addition, the desertion had left the family in financial straights.

Because of the smallness of the home as well as the mother's infirmity, little attention could be afforded to any one of the children. Jimmy had stopped spending much time at home; in fact, his mother in describing the relationship of Jimmy with the rest of the children in the family said, "Jimmy sleeps here." She went on to tell that this had not been the case several years ago.

Investigating further, the counselor found that Jimmy spent a lot of time at the local bowling alley where he had acquired a new set of companions, most of whom were no longer in attendance at school.

With the assistance of local welfare agencies and other community agencies the counselor along with other school staff helped obtain better housing for the family

Figure 32 continued

as well as assistance for the mother at home. The counselor also helped Jimmy obtain a job through the assistance of one of the teachers on the guidance committee.

Despite these efforts Jimmy continued to "cut up" in class and he did not change his school work pattern. However, other teachers did report that it appeared that things were going much better for his younger brothers and sisters.

Though the intervention of the school staff might be considered a failure with Jimmy, the important factor is that home conditions were greatly affecting the behavior of one of the students. In turn, the student's behavior was the cause of problems at home.

This is an indication of the interactive effect of home conditions on behavior, and of behavior upon home conditions. It also is an indication that parents can make contributions in terms of information about the counselee that no one else is in a position to provide. Here the mother gave the counselor background information on the impact of the father's desertion on Jimmy. No one else could have provided this information. Other kinds of information only parents can provide include that concerning:

a. early childhood development

b. reactions to people or events

c. pressures that have been met

d. frustrations and opportunities encountered

e. models which have been accepted and rejected

f. financial circumstances of the family when it comes time to discuss further education or training

Parents, however, can do much more than provide information regarding the counselee. Very frequently, parents hold the key to behavioral change and can assist or take charge of the provision of necessary developmental experiences. All too often, well meaning attempts to help individuals have failed because the parents did not cooperate or were not consulted and kept informed. No resource available to the counselor has been more neglected than the parents of students.

Case Example Demonstrating Coordination

Figure 33 is a case study which shows how a counselor can consider data obtained on the individual and then creatively move into action to facilitate that person's development through the use of a number of methods and procedures and the cooperation of others. This case is an example of how the counseling service functions to interrelate the various guidance services in order to promote

developmental program goals. Inventory data is presented, the transcript of a counseling interview is included and the methods employed to promote various objectives are described.

Figure 33

GAIL

Background

Gail transferred to Green Valley late in her freshman year. At that time the counselor met with her in order to attempt to assist her transition.

Counselor's impressions. When I first saw Gail she was dressed in a "frumpy" long dress. She was cute, pudgy, had a big smile and a bounce to her walk.

I tried to see if I could be of assistance to her but she laughed and said, "I don't think I need a 'shrink' yet—although I am a schizophrenic paranoid with a catatonic nature." I laughed and asked her if she knew what that meant. She did.

I tried to explain the developmental focus of the counseling program here, but she continued to insist she didn't need a "shrink." "I'll make it on my own, I always have."

We talked briefly about her course work. She was taking six credits at her former school and wanted to do the same here. Her grades or records hadn't been forwarded but she assured me laughingly, "I am a genius so don't worry about it." So, I called one of the girls from class and asked her to show Gail around and usher her to classes.

Periodically I saw Gail in the hall. I'd ask her how things were going. She without exception would respond, "Cool, cool—I still don't need a shrink."

Teacher Comments

Teachers were asked to comment briefly in writing about each student in their classes. The only instructions given were that they cite what they believed to be important and that they should not say anything they were not willing to say directly to the students or have interpreted to them.

French. Gail's a hard worker, quiet and attentive. Through her hard work she does very well in French—a pleasure to have in class.

Geometry. Could be much better than she is. She seems bored. She seems to day dream a lot when lessons are explained. She has talent . . . if she'd use it.

Biology. Gail is one of the hardest workers in class. She is very exact in her work. Maybe too exact given the heavy load she carries. She should take time to have fun. She is very quiet and attentive.

Figure 33 continued

English. Easily the most talented student I have had in some time. She has a marvelous vocabulary and writes extremely well. Sometimes her "street" talk turns me off. She also acts a little "stand-offish" at times and seems to be a leader of the "cut-ups." Perhaps she would benefit from independent study. She has a very "bubbly" personality.

World History. Gail is the top history student in class. She seems to excel with little effort. It also seems that she would like to get better acquainted with other class members, but doesn't know how. The "hip" talk and old fashioned dresses just don't seem to make it. Perhaps she tries too hard. To me she seems very likeable.

Home Economics. Gail does well enough in class but sometimes does not appear to be interested. When I talked to her about it she said, "I probably won't get married so I don't really need home ec." At other times she's just alive with enthusiasm.

Phy. Ed. Gail is one who always shows improvement. She's a slow starter but always improves. Sometimes she seems shy. She should be more confident in herself though—this usually hinders her.

The above comments show both consistency and inconsistency. The counselor assumed that each of the teachers was a "good" teacher and planned to assist Gail to build on strengths and alleviate weaknesses. He was concerned that without further knowledge about Gail they might end up working at cross purposes. Therefore he provided them with additional information with which they could better assist Gail.

Self-Generated Data

Gail, like other students at the school, was asked to write a personal essay and fill out a biographical questionnaire each year. Both were designed to help the students think about themselves in ways which might be stimulating to them and at the same time provide staff with insights to better understand and assist them. The essay and questionnaire below were completed by Gail early in her sophomore year. Both are unedited.

SOPHOMORE ESSAY

Instructions

Everyone is affected by and has an effect upon his world. You have friends, and you are a member of a family, a school, a community, a nation, etc. All of these influence you, and you influence them. Try to identify and discuss the important influences on you, and try to identify ways in which you are influential. Include anything you feel is important.

Figure 33 continued

I was born on a *German* set of parents. My mother is a paradox, rough and loving. Dad is all heart, tender, gentle, forebearing. My only sister is thirteen years older and looks something like Georgina—presently employed as full time mother and hobbiest. [Old world teachings predominate at home, ideas of etiquette, knowledge, religion and love are very tight.] [Mother has a thing about the Bogey man and doesn't trust me as much as I'd like—BUT . . . do I deserve to be trusted?—probably not as much as I'd like.]

I had a terrible crush on one of my teachers who treated me like a human being when no one else did—and who's also like my father (figure?) Anyway, before meeting this Dude I was something like this: 4'8", 150 lbs., dirty, sloppy, dressed like a fat scarecrow—only point in my favor were my grades and they were slipping—He encouraged and cajoled until I had to try to be better. My only regret is that in time I even had to lie to him.

Hail! a bout of petty and major deceit in every area you can name, - that all ended when our Pastor found me crying in the choir loft after being kicked out of a class. He bound up some old wounds and I began to make progress.

I'm spoiled by American affluence, money doesn't mean much to me in terms of myself but I find I sometimes judge other people by it, which is worse as far as I see it.

END OF ESSAY.

SECOND YEAR INFORMATION

Name Gail Date November 3, 197-

Home Address _____ Grade 10 Birthdate 6/6

Telephone _____

1. Is there any change in your family situation?

   NO

2. What courses are you taking this year? (List them and give best estimate of marks.)

FRENCH II	A	ENGLISH	A
GEOMETRY	B+ - A	WORLD HISTORY	A
BIOLOGY	A	HOME EC.	A-

3. How many study halls per week do you have? 0

Figure 33 continued

4. If you could spend all your time on one of your *current* subjects, which one would it be? WORLD HISTORY

5. Why? I AM INTERESTED IN PEOPLE AND THEIR CULTURES; ALSO THEIR ORIGINS.

6. Second choice? ENGLISH

7. Why? I LIKE LANGUAGE BECAUSE IT EXPRESSES THE HUMAN SOUL.

8. If one subject were to be dropped from your *current* high school program, which would it be? FRENCH II

9. Why? LEAST NECESSARY COURSE AND THE EASIEST

10. Second choice? GEOMETRY

11. Why? I NEED A SCIENCE CREDIT AND IT'S *BORING!*

12. Do you have enough time to complete your assignments in school? SOMETIMES

13. How much time, on the average, do you spend in doing school work each night? NONE

14. In what group activities—school, church, or community—do you participate? CHORUS, CHOIR, CHURCH

15. Any offices? NO

16. What do you do when there is nothing that you *have* to do? CLEAN HOUSE FOR MY MOTHER SOMETIMES, MORE OFTEN I READ.

17. Any activities in which you would like to participate but can't? SWIMMING TEAM

18. Why choose them? I DON'T

19. Why can't you participate? FAT and . . .

20. What courses are you planning to take your third year?

LATIN I	ALGEBRA II
U.S. HISTORY	SPEECH II
CHEMISTRY	

Figure 33 continued

21. What courses during your fourth year?

PSYCH.	PHYSICS
PREP. ENGLISH	ART
LATIN II	TRIG

22. Is there any subject in particular you are looking forward to taking in your next years in school? SPEECH II

23. Why? I ENJOY PUBLIC SPEAKING (I THINK)

24. Who are your closest friends this year (circle 3 closest friends)?
DOUGLAS MARLENE

25. If I were to ask them what kind of a person you are, what do you think they would say? INSANE

26. What qualities would they like most about you? TOSS UP - I'M GREAT HELP ON HOMEWORK. . . .

27. Is there anything about your health that keeps you from doing things you want to do? FAT

28. If you have a part-time job, what do you actually do on the job?

29. What occupation are you considering most as a career? TEACHING

30. Why are you considering it? MANY OF THE PEOPLE I MOST ADMIRE ARE TEACHERS, I LIKE SCHOOL AND KIDS.

31. What other occupations have you considered during this past year? SEMINARY

32. What has your father said about your plans for your future?
"YOU'LL CHANGE YOUR MIND A DOZEN TIMES!" (I HAVEN'T FOR YEARS)

33. What has your mother said about your plans for your future?
THE SAME THING

34. If things worked out just the way you wanted, what would you like to be doing ten years from now? TEACHING SPEECH-ENGLISH AND MOONLIGHTING AS AN ORDAINED NON-ATTACHED PREACHER OF THE GOSPEL

35. If you had any three wishes, what would they be?
PEACE OF MIND, COURAGE, AND DEGREE

Figure 33 continued

36. To whom have you gone when you wanted to talk over your plans and your problems?
NO ONE!

37. Any comments or questions?
GREAT INQUEST

GAIL

High School Reading List GAIL

Anser the following questions.

1. About how much time do you spend each week reading things you do not have to read as part of your school assignments? Check the appropriate blank.

Hours: 0___ 1___ 2___ 3___ 4___ 5___ 6___ 7___

8___ 9___ 10 X 11___ 12___ More than 12___

2. What have the members of the school staff done to encourage your reading beyond required class work? SUGGESTED GOOD BOOKS USED THEM AS REFERENCE IN CLASS DISCUSSION

3. What encouragement have you received in your home? GOOD BOOKS ARE A FIXTURE. I WAS ALWAYS ALLOWED TO READ.

4. List below the magazines and newspapers you read most regularly.

BANNER JOURNAL _____ _____

MILWAUKEE JOURNAL _____ _____

TIME _____ _____

McCALLS _____ _____

_____ _____

5. What section of the newspaper do you read first? NEWS HEADLINE, COMICS

6. Then which sections do you read? STATE NEWS - HOME IMPROVEMENT

7. What reading did you do during the past summer? NOVELS, FICTION, FRENCH, THEOLOGY, CRAFT, ALGEBRA

Figure 33 continued

8. List below the titles of the books you have read in the last two months.

HOUSE OF SEVEN GABLES	
MOBY DICK	
GOSPEL ACCORDING TO	
TOO NUMEROUS TO LIST	

9. What do you like to read best? Be specific about the nonfiction and fiction areas you read. NON FICTION - BIOGRAPHIES

While the above provided the counselor with some added insights and perhaps by themselves could have helped teachers better understand Gail and her needs, he had a number of questions as well:

Inconsistencies

- No study halls, near straight A's, yet she said she did no homework
- Gail referred to herself as fat, she wasn't, at most she was slight plump
- Desire to be trusted at home but admission of deceit
- Her reports on courses in contrast to teachers

Issues teachers raised

- Shyness
- Acceptance by others

Consequently the counselor called Gail in for an interview. Below are excerpts from that interview:

Counseling Interview

Gail – Well I decided to talk to you this time. I found out you're not a shrink after all.

Counselor – (chuckling) You're afraid of shrinks but not me.

Gail – No not really . . . I mean I'm not afraid of shrinks or you either. But there are a few things I'd like to talk over.

Figure 33 continued

Counselor – O.K.

Gail – Well . . . First, if I don't get out of jail I'm going to break out!

Counselor – Jail. . . .

Gail – Yeah. I just can't take sitting at home at night all the time while so much is happening. I've just got to get out.

Counselor – and your parents won't let you.

Gail – Right on. You'd think they think I'm going to run right out and sell my body.

Counselor – They don't trust you and you think they can . . . and should.

Gail – Oh . . . you did read my essay. Well that was really nothing . . . I was just trying it on for effect . . . being dramatic and kind of cryptic.

Counselor – So you can be trusted and you're not deceitful.

Gail – Oh sometimes I tell little white ones but yeah I can be trusted at least on major things . . . I do tell a few stories. But I've got a good imagination and I've got to do something. I'm tired of sitting and reading all the time. . . . Sometimes I do tell a little white one to escape for a bit. You know, tell them that I'm going to help clean the church, when I'm not . . . but I only go for a walk and get back early.

(Gail and the counselor continue to talk about home and her desire to have the opportunity to go out at night. He offers to talk to her parents, she is at once both excited about the idea and seemingly somewhat apprehensive.)

* * *

Counselor – Then, they are very proud of your school work.

Gail – Oh yes. Maybe I've given you a jaundiced picture. They are very loving and proud. Neither is very educated but they are both very bright. They both read a lot. They talk things over with me a lot too. Their values are just different. They are not impressed with money or outward appearances. Nor frivolity. But they do care about people . . . and God. They are very religious, very moral, and I guess they want to make sure I stay that way. . . . They really love me a lot. A lot of the things they believe in I hope I do too. I am pretty religious. . . . But I would like to do some of the other things kids do. And maybe dress a little different so I don't look so fat.

Counselor – So you really love your parents a lot–you respect their views.

Gail – (interrupting) Yeah but I wish they would do the same–I mean–trust me a little and at the same time trust themselves.

Figure 33 continued

Counselor — trust themselves?

Gail — Yes, I'm part of them I share their values—at least most of them. I try to do my best in school and I'm very faithful in my religion. . . .

* * *

Counselor — You said on the questionnaire that you don't do any homework.

Gail — Oh . . . that was another of my white ones. On the average I do two or three hours a night . . . I was just trying to be a little mysterious . . . you know, one of the few ways I get recognition is by being a top student. But to get it you can't let the others know you're a grind. You know . . . I try to be cool about it.

Counselor — And you really like all your courses and do your best at each . . . even geometry?

Gail — Well I probably work hardest at Geometry. I don't like it. I'm not good at it. So I pretend I could be if I wanted to.

* * *

Counselor — You know you're really not fat.

Gail — Just . . . well I'm not obese. But I'm not petite like my Mom and Sis. And I sure do look fat in the clothes I have to wear . . . You know at home they've always called me "Chubby" or the German equivalent . . . but you really don't think I'm fat?

Counselor — No—but I agree those dresses don't do anything for you.

Gail — You know, if they did let me wear other clothes I don't even know what would look right.

* * *

Gail — I would like to have a boyfriend. But I guess he'd get tired of sitting around my house. . . . For that matter I'd like to have some close girl friends, too. . . . You know—to talk some things over.

* * *

Counselor — Well, that about wraps it up. I'm going to make an appointment with your parents. And I'd like to talk a few things over with your pastor and some of the teachers. Maybe I can help. Anyway, we'll give it a try.

Gail — Thanks . . . uh . . . even if it doesn't work out thanks for talking. Thanks for trying. (laughing) You're pretty nice for a shrink.

Figure 33 continued

Parent Interview

The counselor called Gail's parents and made an appointment to meet with them in their home. They seemed somewhat surprised at the request but willingly consented.

Home Visit. The _____ home was located at the outskirts of town. It had a very neat appearance—lawn obviously cared for, freshly painted, spacious but older. Inside the house was spotless if somewhat austere in furnishing. Book cases lined two walls in the living room. Outside of one picture of F.D.R. and one of J.F.K. all others were religious. Magazines were neatly stacked on two of the tables.

The counselor was greeted at the door by Gail. As soon as she introduced him to her parents she was excused to go to her room.

Gail's parents seemed somewhat ill at ease and concerned about the visit. The counselor assured them that Gail was not in any trouble but that parental visits were included in the normal course of events as part of the guidance program.

After the ice was broken the counselor encouraged them to talk about both Gail and themselves. The picture Gail had given of them appeared quite accurate. Both were much older than were the average parents of sophomores. Both were obviously proud of their daughter and extremely concerned about her welfare. Both were very concerned about what they termed the "religious and moral decline of America." Both were worried about Gail growing up in such a "crazy society with such mixed up priorities."

Later the counselor discussed Gail's desire for more freedom. They stated that there was a difference between freedom and license and that children Gail's age needed supervision. They further stated that many of the activities of youth in this culture were frivolous—that each person had a moral responsibility to fulfill his/her potential and games and parties did not contribute to that. However, they did agree that religious and educational activities would be permissable if supervised.

With as much tact as possible the counselor raised the issue of Gail's idea that she was fat. They chuckled, but agreed not to call her "Chubby" any more. (They didn't realize that Gail didn't like it—to them it was a term of endearment.)

Clothes were also discussed. They stated, "Americans are overly concerned about outer appearances." They further stated that they would not waste God's resources on such frivolity. Gail's mother said she made Gail's clothes, "They are functional and decent." She did agree that Gail could make her own clothes as long as she wasn't extravagant and as long as they were modest.

The interview concluded with the parents thanking the counselor for his concern for their child's welfare. He left with the feeling that the interview had gone well for Gail.

Figure 33 continued

Plans for Action

The counselor carried through by coordinating efforts on Gail's behalf. The following activities followed.

Teachers. The counselor filled the teachers in on what he had learned. In turn he asked:

1. Would the English teacher encourage Gail to try out for the school play and and for the school newspaper?

2. Would the History teacher who was also the debate coach encourage her participation in debate?

3. Would the Home Economics teacher help Gail select patterns appropriate to her physique which were also sufficiently modest? Also would she provide Gail with advice on grooming and dieting?

4. Would the phys. ed. teacher help Gail plan an exercise program?

5. Would one of the teachers be willing to start a literary discussion club and ask Gail to participate? (The librarian offered.)

6. Would all be sure to get Gail involved in class?

Community.

1. The counselor called Gail's pastor and asked about church youth activities and groups. He said several projects were in action. He also said he would talk to Gail and her parents about them.

2. The counselor also called the woman in charge of the "candy stripers" and suggested Gail as a candidate. She also was most willing and said she'd be pleased to have Gail and would talk to her parents about the program.

Gail.

The counselor called Gail in and told her what he had done. She acted very pleased but a little frightened. She assured him that her parents would not approve of all the activities but hoped they would some. She also said she hoped she could "do the job if I get the chance."

Conclusion Concerning Gail's Case

Gail's frustrations were not indicative of abnormality or abnormal adjustment. Yet if the actions taken had not occurred she may have experienced major difficulties. In this case the counselor moved into action—idiosyncratic action—in a pro-active, developmental and preventative manner. This, we believe, is what school counseling should be about.

The case in Figure 33 is a real one. Activities were based upon the fact that the counselor knew Gail as well as possible under the circumstances and then utilized whatever facilities were available to provide assistance. The techniques employed in Gail's case proved to be effective in producing the desired outcome. Obviously, many of these methods would not have been effective with others manifesting problems similar to Gail's. We believe this case graphically demonstrates the idiosyncratic nature of individual development and the manner in which a school counselor has to adapt what is available to fit the needs of the individual. Working with and for Gail required working with her parents, her teachers, and her friends as well as with others in the community.

The Guidance Committee

Many times a formal relationship between teachers and counselors is helpful in establishing teacher-counselor cooperation in a developmentally focused program. One of the best vehicles for assuring such cooperation is the formation of a guidance committee.

Functions of a guidance committee. The purpose of the guidance committee is to further the goals of the counseling and guidance program. The type of committee structure recommended is one which incorporates the following functions:

1. It studies the needs for guidance services and consequently sets guidance policy.
2. It informs school staff members of its activities and policies and assists in gaining their input.
3. It coordinates and evaluates the guidance services in the school.
4. It plans and is responsible for the conduct of in-service guidance offerings for other school staff.
5. It provides a vehicle through which case conferences are held.

In order for the guidance committee to function as a policy body within the guidance service of the school, it must have the active support of the principal. The principal must delegate authority. The principal must be willing to accept committee policy whether or not she/he agrees with it. Without this administrative support the guidance committee structure will not be free to take the initiative in directing the program. The guidance committee should be made up of people who are both interested in guidance and representative of the various interests in the school. Thus, serving on the guidance committee should be voluntary, not mandatory, and some kind of compensation such as freedom from other duties should follow. All the teaching staff should be represented—vocational education, academic education and special education. In the rural small school it is often feasible to have all staff members who are interested serve on such a committee.

While the counselor should remember that teachers are specialists in education and have knowledge of and interest in human growth and development, she/he should not expect the teacher serving on the guidance committee to have technical knowledge regarding guidance and counseling techniques. Thus, the counselor must provide background to the committee. The counselor should spend time between committee meetings in preparing for the next one. Likewise she/he should stay in constant touch with the committee members.

The counselor as a guidance committee member. In the guidance committee structure, the counselor should not assume a leadership role, but simply function as a staff member. As such, she/he acts primarily as a consultant to the committee and provides them with technical assistance as they perform their duties. As a cooperating staff member, the counselor is freed from attempting to make operating decisions in terms of policy, and freed of the burden of trying to solicit cooperation of others without the nominal authority to do so. The guidance committee, if composed largely of teachers, is in a much better position to solicit the cooperation of other teachers than is the counselor.

This program suggests that the counselor should avoid serving as chairperson because the primary role of a chairperson is to lead orderly discussions and solicit participation from others. As the primary expert in guidance matters, the counselor can end up dominating the discussions. In contrast as an ordinary committee member, the counselor is in a better position to act as a technician and consultant. With a teacher serving as chairperson, other teachers are more likely to view their role as important.

The counselor's primary role, aside from serving as a consultant during committee meetings, is to act as the executive agent for the committee. In this role, the counselor is charged with carrying out the activities developed by the committee. While the counselor does execute the decisions of the committee, the way in which she/he executes them depends on his/her professional judgment. For example, individual counseling may be deemed a need, and policies may be established by the committee to free the counselor to provide extensive individual counseling. However, the committee is not in a position to tell the counselor how she/he should counsel. This is the professional prerrogative of the counselor. The committee should decide on activities and procedures for referral and operation and the counselor should follow the procedures in the way she/he sees fit.

Case conferences. One of the most important roles that the guidance committee can perform in serving students is to function as the vehicle for case conferences. Because we believe the conference is critical in soliciting and encouraging cooperation among staff in a developmental program, it is covered in the following section in some detail.

Coordination Summary

If the counselor routinely follows through on work with students by coordinating the activities of others, she/he can work for the benefit of individuals as well as the group.

There are several important cautions that the counselor must observe. First of all, the counselor can't operate from an "I know best" orientation or become an adversary to other school staff or parents, but must work in collaboration with these others. The counselor must maintain open lines of communication with staff, administration, and parents to better aid students and better assist others in aiding students. Often, cooperation can be improved if the guidance program is directed by a committee.

In working with others on behalf of the student, the counselor must make prior decisions about operating procedures. This section on referral deals with some of these procedures, including:

1. Procedures for bringing to the counselor those students whom the counselor can help.
2. Procedures needed for handling students who need help beyond that which the counselor has to offer.
3. Procedures for handling special cases (the case conference).

Referral to the Counselor

Despite the counselor's efforts to assure each student that services are at his/her disposal, many individuals who might profit from individual counseling do not take the initiative and seek assistance from the counselor. Here, teachers and administrators can provide important assistance. If the individual student respects the judgment of the teacher or principal, she/he may seek out the counselor if it is suggested by the respected individual. How the individual student feels about a referral is likely to affect the value of any counseling received. If, prior to referral, the teacher or administrator explains the value of counseling to the individual, that individual may find it a little bit easier to take a problem to the counselor. Even then it may be difficult for the individual to open up to the counselor. (Frequently, individuals with problems need to be handled gently and resistance to help needs to be addressed.) Teachers or administrators who must tell the individual to go see the counselor are not doing much to help the referral process. The counseling process is also hindered when teachers or administrators wait until a problem is pronounced before making a referral.

Determining need for referral. In setting up the procedure for referral a number of factors must be considered:

1. Appropriate timing for referral should be understood. Successful referral and success in counseling depend upon individual readiness. It may be necessary for the principal or teacher to work with an individual student for a long period of time before the student is ready for referral—to the counselor.
2. Effective referral requires an understanding of the resource to which referral is being made. Thus, teachers and administrators need to be oriented to the counseling service before they can be expected to make appropriate referrals. Orienting administration and staff to the counseling process is the counselor's responsibility and should be done at repeated intervals.
3. Administration and staff need to be able to recognize patterns of individual behavior which might suggest the need for individual counseling. Behavior patterns which might indicate a need for counseling include:

a. Withdrawing from group activities and unwillingness to participate in class or extra-curricular activities

b. Exhibitionism

c. Sporadic or inconsistent academic achievement

d. Sudden changes in performance, behavior or attitudes

In addition, the following types of individuals should be referred:

a. Those who appear to need financial assistance to continue their education

b. Those who seem to need assistance in selecting a setting for further education

c. Those who suddenly want to drop out of school

d. Those whose vocational plans appear to be inconsistent with current scholastic performance

e. Those who appear to be confused regarding future plans

Teachers or administrators who think they should make a referral should discuss the referral and their reason for desiring to with the counselee. Coercion as a means for sending individuals for counseling is fruitless. Without the cooperation of the individual, counseling cannot be successful.

If a teacher or principal makes a referral to the counselor, the counselor has a responsibility to notify him/her that the student has accepted the suggestion. Moreover, the counselor should keep the teacher or principal informed regarding the progress of the counseling, and should solicit whatever additional data the principal or teacher may have to offer.

The times when teachers or administrators make referrals are excellent opportunities for the counselors to update these staff members regarding the counseling and guidance service. These are the occasions when the counselor can gain a collaborator in the guidance enterprise.

Procedure for referral. To facilitate referrals, the counselor should develop some type of form. Obviously, personal contact by the teacher or principal is more desirable than a form. However, personal contacts are not always possible in the day-to-day activities of the school program. Thus, at the very least, such a form should be developed. In addition to the individual's name, the form should include the purpose for the referral. (Figure 34)

Referral to Outside Sources

Knowing when and to whom to refer an individual counselee is not an easy task. A counselor should avoid two extremes: (1) being so cautious that she/he refers those whom she/he could personally help, or (2) attempting to help those whom she/he is not qualified to help. Some counselors appear to be afraid to help the individual solve *any* personal problems. This type of counselor just is not doing his/her job.

Figure 34

Referral Slip

Name _____

Date _____

Reason for Referral: _____

Comments or added information: _____

_____

Signed: _____

The second type tries to handle cases in which she/he is not qualified to help—in effect, refusing to accept his/her own limitations. In failing to refer the student, even on the basis that referral resources are not readily available, the counselor can do damage to the counselee. The counselor who is unable to help but fails to refer the counselee may destroy the counselee's motivation to receive help. Even worse, the counselee may begin to believe that she/he can't be helped.

The counselor need not be afraid to try to help. Individuals are rarely hurt by someone who is willing to listen while she/he discusses his/her problem. No matter to whom the counselee goes for assistance, the counselor must first listen. Before the counselor can know whether or not the individual should be referred elsewhere, she/he must hear a full presentation of the problem.

It is far better for the counselor to screen for referral. The non-professional could easily and unknowingly employ harmful techniques in attempting to make a decision regarding referral. Often, non-professionals probe for information, need to know why, confront, nag, or advise. Use of these techniques and procedures can compound the problem and deter the counselee from seeking assistance. No matter how deep a problem the counselor believes the counselee may present, she/he should at least listen and explore the problem so that an intelligent referral can be made without undue delay or damage to the counselee.

Where to seek referral resources. Sometimes the counselor recognizes that an individual should be referred for additional services but finds that no referral agency is available, or that the individual must wait for service. At this point, the counselor must make the difficult decision of whether or not to continue contact with the counselee. This is a hard decision because the counselor must decide whether continued contact would be useful or damaging. The counselor has to decide what continued long term contacts would do to other aspects of the counseling program. Here, if the guidance program has a committee, the counselor can seek out the assistance of other staff through a case conference. This procedure is helpful in several ways. First of all, the counselor can obtain

additional related information about the student which is not otherwise available. Secondly, it provides a means to gain the support and cooperation of other staff in planning activities which are likely to minimize the chances of damaging the individual while she/he waits for services elsewhere.

Many large schools are fortunate in terms of referral resources within the school itself or at least within the community. This is frequently not the case in rural schools. However, in some parts of the country, cooperative educational service agencies or districts employ specialists to provide services on their own. Where such cooperative services are available, the counselor needs to work out some method to coordinate referral procedures with the administration. Here again, a guidance committee can concern itself with policy for referral as well as establishing follow-up and follow-through procedures for the referral source to employ.

The counselor, with the help of the guidance committee, should have an adequate list of referral sources both at the state and local level. This list should be maintained, reviewed, and updated regularly. Conceivably, such a list should consist of:

1. *Special Education Resources.*

   Resources and agencies capable of meeting the needs of the physically or mentally handicapped who cannot profit adequately from regular instruction.

2. *Speech and Hearing Resources.*

   Those who might provide diagnostic assistance in identifying speech and hearing problems as well as providing therapy for identified problems.

3. *Mental Retardation and Neurological Resources.*

   Resources and agencies that can assist in the diagnosis and treatment either of those handicapped from mental retardation or through a neurological disorder.

4. *Mental Health Resources.*

   Resources and agencies which can provide service for the severely disturbed, those manifesting either personality or emotional disorders.

5. *Child Welfare Resources.*

   Those who provide services for the protection and care of homeless, dependent, neglected or abused children as well as children in danger of becoming delinquent.

6. *Rehabilitation Resources.*

   Resources connected with the legal justice system capable of providing service to youngsters on probation or parole.

7. *Miscellaneous Resources.*

   A variety of agencies which have programs which might provide assistance to youth. These might range from state or government agencies to youth organizations such as YMCA or YWCA. These might also include a psychologist or psychiatrist in private practice and community service clubs.

Before a referral to an outside agency is made it is wise to discuss the referral with the individual student. The fact that the counselor would like to refer the student should be explained as well as the reasons for it. This is essential if the counselor is to maintain the trust of individual students. Moreover, unless the counselee is positively inclined to receive other assistance, it is doubtful that the referral source would be helpful. The voluntary client is a client much more capable of being helped than the one who is reluctant.

Depending upon the nature of the situation and the nature of the reason for desiring referral, the parent should be consulted. Since students are minors and the parents maintain legal responsibility for them, referral to outside agencies many times requires parental permission. Beyond requiring parental permission, very frequently resolution of problems is contingent upon parental understanding and support. Thus, in all but a few cases the parents should be involved before any steps are taken for referral.

The Case Conference

The Case Conference is a formal technique designed to insure cooperation of staff on behalf of a particular student. Through this procedure, when a teacher believes that she/he needs assistance in working with a student beyond that which the counselor could supply, the teacher can take this concern to the guidance committee via the committee chairperson. The chairperson's task is then to inform the counselor, who pulls together pertinent inventory data and the individual's cumulative record file. All those who know the student well are invited to attend along with the chairperson and the teacher or counselor.

During the meeting the chairperson should first have the teacher who requests assistance describe the student for whom the case conference was called. Others in attendance should be encouraged to interject information as they see fit. When each of the involved teachers has presented his/her remarks, the counselor should provide descriptive information in an effort to fill in the gaps and provide the longitudinal background.

During the conference or immediately afterward, notes should be taken which include answers to the following minimum facts:

1. The concern or problem which was presented.
2. Solutions discussed.
3. Possible vehicles through which solutions can be developed.
4. Who will take responsibility for assisting in any desired change.
5. What outside resources are available for help and responsibility for soliciting help.

The case conference can be an excellent procedure for involving teachers in the guidance process. First of all, most teachers are ignored when students are referred to a specialist. Secondly, the information and service they can provide is often the most effective or the most meaningful that can be obtained. Thirdly, when given an opportunity for meaningful participation, they usually like it. Thus, the case conference can be an important vehicle for cooperation in helping students, especially in problem situations.

In addition to providing great assistance in working with individuals, the use of the case conference simultaneously provides in-service training for teachers in both the means of understanding individuals better and in coping with those having problems. Moreover, when the resources of several staff people are pooled, the counseling program can be assured of utilizing the full range of community resources available. At the same time, the help given to the individual will be coordinated in a much better manner.

In the case conference procedure, if it is decided that the individual does need referral to a specialist, the specialist should be informed. In making the referral, the specialist should be reminded that she/he has a duty to keep both the teacher and the counselor informed of the individual's status and progress so that the school staff can resume responsibility as soon as is feasible.

Summary on Referral Practices

In essence, the counselor must in-service other school staff on recognizing students who may be experiencing developmental difficulties. Staff should also be informed of techniques and procedures which will assist in making referral a "smooth" process. At times when a student is not yet ready to see the counselor, the counselor will have to act as a consultant to the teacher.

Referrals should be made to outside sources whenever the counselor: (a) "feels" the problem is more than she/he can handle; or (b) feels that working with the individual will deprive others of needed services. The case conference is an excellent procedure to use in preparing for referral to an outside source. By using a group process, a variety of perceptions can be obtained and a more appropriate referral can be made. Moreover, more definitive data can be developed to assist the referral agency and a vehicle will exist for the student to make a smoother re-entry into normal school functioning.

CHAPTER VI

EVALUATION AND FOLLOW-UP SERVICE

"Come in Ned. Report in. What is your location and altitude?

Come in Mary. Report in.

Report in—all last year's seniors, report in please!"

CHAPTER VI

EVALUATION AND FOLLOW-UP SERVICE

Follow-Up Service

School personnel and school programs are often on the "firing-line." Consider the following situations:

Situation 1. A militant group of taxpayers called VOCC (Voices of Concerned Citizens) plans to demand a reduction of the school budget at the next board meeting. One request is for drastic staff reductions—a specific proposal is to eliminate the position of assistant high school principal and turn his duties over to the counselor. One member of the group was heard to comment, "That counselor doesn't teach any classes. He just sits in that office of his all day."

Situation 2. A new pre-fabricated home industry which will employ several hundred people is being built on the edge of town. This is the time to employ part or full time help for the career counseling staff to develop placement opportunities for students. The superintendent says there's "no way" anyone can persuade the school board to increase the budget of guidance and counseling at this point.

Situation 3. This year has set a record in high school annals for dropouts! In the community vandalism also is on the increase and adults are up-in-arms about drugs and drinking among teenagers. The counselor feels she needs to be relieved of study hall and extracurricular duties in order to concentrate on individual help to students and former students. She has a proposal to make to the administrator but she needs factual data to back up her position.

In a budget crunch or when school and community problems or opportunities show a need for adjustment in the career counseling program, evaluation suddenly leaves the realm of the ivory tower and scholarship and can join the troops on the firing line. Counselors must have hard data to help them prove the worth of the counseling program. They need facts to show both what they have done and what needs to be done. Without such data they will continually experience budget difficulties and be curtailed in attempts to expand their program's services.

This chapter will suggest a practical form of evaluation for a high school counseling staff to use in obtaining needed facts—the follow-up study. The following pages give specific help in planning and implementing such a study and also in interpreting results.

These topics are discussed in this chapter:

Problems facing the evaluator of counseling services.

A rationale for shared responsibility in evaluation.

- "Product" evaluation through follow-up

Uses of follow-up results.

Planning and implementing a follow-up study.

- Developing a questionnaire
  —Questionnaire, "Five Years After High School"
- Frequency of follow-up
- Conducting the follow-up
  —Making a master-list
  —Writing a cover letter
  —Keeping records during follow-up (using master-list)
  —Postcard reminders
  —Second mailing
  —Getting the stragglers
- Processing follow-up data
  —Coding responses
  —Tallying findings
  —Constructing tables
  —Writing the findings
- Resources needed for follow-up study
- Interpreting and using group results
- Using individual data

Problems Facing the Evaluator of Counseling Services

Local school counselors cannot look to their colleagues on the higher education level for assistance in proving their worth. Few studies have been done which attempt to evaluate counseling services. In fact, recently a university administrator holding a doctorate in counseling stated:

> Our faith in counseling may be highly desirable, but we should keep in mind that it is essentially a faith and that there are arguments for becoming unfaithful. Stated bluntly we have more faith in counseling than is warranted either by research findings or by empirical observation.

The quotation above restates what has been noted many times in reviews of counseling research. While perhaps not excusable, this deficiency is explicable in light of the inherent problems facing those who propose evaluational research. The task is complex. Do we try to assess whether counseling is generally effective? Are people better off in terms of their later life for having had counseling services? Do we ask what kinds of things counseling is good for? Do we attempt to determine what contribution the counseling program is making to overall school goals? Do we try to find out if the guidance program is meeting all developmental needs of each student? Are we concerned with counseling in the narrow sense, or do we include all of the services counselors purport to offer?

While providing answers to these questions is a perplexing task, an even more perplexing one is to determine the "how" of evaluation. What criteria should be used to evaluate? Ultimately our selection of criteria involves the making of subjective judgments. These judgments are linked to what we hold the objectives of guidance to be. If we take a broad view, as some do, our objectives are as broad as life itself, and this would be reflected in the criteria selected. On the other hand, if we limit our objectives to such areas as vocational and educational guidance, our determination of evaluational criteria would obviously differ.

In our view, the goals of guidance relate to the process skills needed to accomplish developmental tasks—decision-making, problem solving and self-understanding. How do we evaluate these? Moreover, goals for this program and for many others are stated in terms implying long-term benefits to students. This raises an added question regarding "when" to evaluate.

If we evaluate in terms of stated goals we must evaluate the processes and we must follow-up to see the lasting impact of the services. This is a complex task.

A Rationale for Shared Responsibility in Evaluation

Guidance programs share the overall goals of all school services—goals of facilitating student development. Failures attributed to guidance are generally shared by the failures of other school services. The student who wants to drop out of school because of low grades in academic subjects probably began traveling this route in first or second grade when he/she fell behind in the developmental reading program. That early reading program probably was not evaluated in terms of the school's overall goals—school services rarely are evaluated in this way. Guidance services, however, are often taken to task for failure to evaluate in terms of overall goals. Critics fail to remember that all school services working together, in concert, have the ultimate responsibility for achieving school goals.

Generally, the goals of the school are stated in terms as broad as life. The *Seven Cardinal Principals* (1918) are an example:

1. Health
2. Command of the fundamental processes
3. Worthy home membership
4. Vocational efficiency
5. Citizenship
6. Worthy use of leisure time
7. Ethical character

While these are noble goals, such goals are not the focus of evaluation in the school. Generally, the only real form of evaluation taking place is evaluation on a course level in terms of subject matter objectives. The math department claims success because its students perform at a level above the national norm on some standardized instrument or because student post-test scores show an increase over pre-test scores.

While evaluation to assess the processes employed in a course is important, such assessments are not evaluations in light of school goals. Counseling programs which include group guidance courses could readily employ similar procedures. But these would not be evaluation in terms of goals either. Evaluation in terms of short term objectives or of processes designed to achieve the objectives begs the larger question. That is, in light of its goals, what kind of product is the school producing?

"Product" evaluation through follow-up. Usually product evaluation through follow-up has only been used to assess guidance services. However, what happens to students after leaving school should be of concern to all school people. All school goals, not only those of guidance, imply benefits to students beyond the school years. Only by looking at what happened later to their students can all school people gain a feeling for the appropriateness and relevance of their services. While guidance people have usually assumed responsibility for follow-up studies, the results of these studies should not only be viewed as a form of product evaluation for the counseling services but for all school services as well.

While schools must be concerned with their products, follow-up does not provide the same form of evaluation for the school as it does for business. Those in the world of business can select their materials, hire and fire help, reject, monitor, and control. They can fully determine the product by which they will be judged. Schools likewise are often judged informally by their products. But those in the school business do not have the same control of "raw materials," nor are they the only force which influences the product. Thus, product evaluation for the school is certainly not analagous to product evaluation for business. The shape of the product might be more heavily influenced by factors outside the school. Nevertheless, taking a look at our products through follow-up can be a "soft" form of evaluation and can be among the most fruitful research endeavors of the school.

Uses of Follow-Up

The potential uses for follow-up results go far beyond their worth as evaluation. Follow-up studies can be used for a variety of other purposes:

1. to determine mobility
2. to assess further educational needs and desires
3. to determine realism of vocational choices made in high school
4. to obtain local employment information
5. to determine local employment trends for young people
6. to determine the variety of employment opportunities
7. to obtain facts about wages
8. to determine the means by which students acquired their first jobs
9. to determine occupational difficulties former students encountered

The potential uses of follow-up study are as varied as the interests and concerns of the faculty, students and community. As a tool, both for evaluation and for planning, the follow-up study is critical. As such it should not be treated cavalierly but should involve all those who are concerned with making their school more relevant to the needs of young people.

While follow-up results should be of concern to all school staff, conduct of the follow-up should remain the domain of the counselor. The counselor's subject matter is process skills and these skills cut across subject matter boundaries. Thus, for example, though citizenship is a concern to those in the social sciences, decisions relative to citizenship are of concern to counselors. This is true for each of the other *Seven Cardinal Principles* chosen as goals in American education.

Planning and Implementing a Follow-Up Study

Developing a Questionnaire

The place to begin a follow-up study involving all school staff is with a statement of the major goals of the school. Each of these must then be broken down into correlates which permit evaluation. They may then be put into the form of questions from which the goal achievement or lack of it might be inferred. For some major objectives this is relatively simple, for others extremely difficult. For example, assume the following were the goals of the school:

1. Intellectual Competence: Scholarship, intellectual curiosity and drive, use of scientific methods, study skills and habits.

2. Cultural Development: Arts, sports, student activities, social services, hobbies.

3. Practical Competence: Common sense and judgment, ordinary manual skills, environmental adjustability.

4. Philosophy of Life: Ethical standards, respect for others' points of view, vocational objectives.

5. Character Traits: Integrity, responsibility, initiative, and similar behavior.

6. Emotional Balance: Self-control, confidence, sense of humor, sense of security, sensitivity, independence, lack of work.

7. Social Fitness: Making and keeping friends, voice, courtesy, social accomplishments.

8. Sensitivity to Social Problems: Concern for local and general contemporary social, economic, and political problems; assumption of responsibilities of citizenship.

9. Physical Fitness: Health habits, activities.

Criteria or questions related to health and physical fitness would be much easier to construct than would those related to philosophy of life or character traits. For example, to determine health, the former student could be asked, "How many days in the past year have you missed work or school? How much time do you spend per day in strenuous physical exercise? What illnesses have you had in the past year?" and so on. But what questions do you ask to determine philosophy

of life? Similar difficulty arises in construction of questions to determine "better" decision making, interpersonal relationship, problem solving and self-understanding skills. These are process skills and to date no follow-up procedures are available that assess these processes directly. Instead, either inferences must be made from the outcomes of the processes or the subject matter must be asked to report subjectively about his/her ability to use the processes. This is a much less direct form of evaluation and one fraught with many difficulties. This requires, for example, evaluation of decision-making by placing a valence on decisions made or by assuming that expressed satisfaction with a choice is indicative of the use of "good" decision-making skills. An example of the former would be evaluating the flunking out of college as indicative of poor decision-making while an example of the latter would be evaluating the expression of satisfaction with occupation as indicative of good decision-making. These are somewhat shaky procedures but appear to be the best available under current conditions.

The task then is to take the goals of the program and attempt to translate these into characteristics the "well counseled" and "well schooled" subject would manifest. Figure 35 is an example of a follow-up questionnaire keyed to the characteristics that groups of counselors and counselor educators thought would discriminate between counseled and non-counseled subjects.

Figure 35

Five Years After High School

Name _____

Married women give birth name _____

Present address _____
Street & No. *City* *State* *Zip*

Give an address where mail will usually reach you (if different from above)

_____

1. Check the *one* item below which you feel best describes your current status.

   ☐ Married
   ☐ Employed
   ☐ Student
   ☐ In Armed Forces
   ☐ Other (explain)

2. Regardless of what you are doing, show how you like it by checking below.

   ☐ I really like it
   ☐ My likes balance my dislikes
   ☐ I don't like it, but will put up with it
   ☐ I hate it

3. Why did you check the one you did? _____

   _____

   _____

Figure 35 (Continued)

4. What is there about you that helps you succeed in what you are doing? _____

_____

_____

5. What is there about you that handicaps you in what you are doing? _____

_____

_____

6. What would you like to be doing 5 years from now? _____

_____

7. 10 years from now? _____

_____

8. Regardless of what you checked above, if you are married, when were you married?

_____
Month *Year*

a. ☐ How many children? _____
b. ☐ Are you still living with your spouse? Yes ☐ No ☐
c. ☐ If not, are you separated? ☐ Widowed ☐ Divorced ☐
Other (explain)_____
d. ☐ What is your spouse's occupation?

9. Judging from your own experience, what could schools do to better prepare young people for marriage? _____

_____

_____

10. Show what you have been doing each year since you graduated:

197 _____
197 _____
197 _____
197 _____
197 _____

11. If you could live over again the last ten years, would you do the same things you have done? Yes ☐ No ☐ If not, what would you do differently? _____

_____

If yes, why? _____

Figure 35 (Continued)

12. Looking forward to the future, do you think things will work out well for you?
Yes ☐ No ☐ Why? _____

_____

13. If you are employed *now,* check whether your employment is full-time ☐ part-time ☐

What do you actually do on the job? _____

_____

What is the name and address of your employer?

_____

Employer *Mailing Address* *City* *State*

14. Why did you choose the job you now have? _____

_____

15. If you are willing, show your income below:

When you began your job: $ _____ per week
Now: $ _____ per week

16. Do you plan to change jobs? Yes ☐ No ☐ Why? _____

_____

17. If you have worked more than one year, what is the difference between the work you did when you started and the work you do now? _____

_____

18. If you ever were (or are now) in the ARMED FORCES, what was your highest rank?

_____

a. When did you serve? _____
b. How have you used any of your Armed Forces training since you left?

_____

c. How do you feel about your Armed Forces experience?

_____

19. If you have had any training (special, school, apprenticeship, college, short course, or any other kind) *since* leaving school, complete the following:

Where did you get your training? _____
School *or* *Program*

_____
City *State*

Figure 35 (Continued)

20. What degree, diploma, or certificate? _____

    a. What field of study? _____

    Check one: Completed ☐ Dropped ☐ In Progress ☐

    b. For what were you preparing when you took the training? _____

    _____

    Are you contemplating any training in the future? Yes ☐ No ☐
    If yes, explain _____

    _____

21. How do you feel now about your past training experience? _____

    _____

22. Looking back at your high school training, tell us how it helped you most. _____

    _____

    How it failed to help you. _____

    _____

23. Looking back at the *counseling* you had in *high school,* tell us how it helped you.

    _____

    How it failed to help you. _____

    _____

24. Give the names of any political organizations, clubs, social, recreational or church groups which you have attended since you left high school. _____

    _____

    What offices have you held in any groups? _____

    _____

25. Have you voted in any political elections? _____

    Why or why not? _____

Figure 35 (Continued)

26. What self-improvement activities such as courses, on-the-job training, reading, home study, etc., have you been doing? _____

_____

27. Do you have confidence in the actions you take when you have to make choices?

_____

28. If you needed help in the last 5 years in making decisions, to whom did you go?

_____

29. Any interesting plans for the future? _____

_____

_____

30. List names and current addresses of three of your high school classmates whom you know best (give birth name of married women).

_____
Name Address City

_____
Name Address City

_____
Name Address City

31. Please use the remaining space to give more information on any of the questions asked above or to write anything you want about your school experiences, your present plans, or your plans for the future. You might want to comment on the counseling you had, your future plans, the ways in which school can be improved, or any other matter that interests you.

These questionnaire items were devised from the view that the well counseled or well schooled person would:

1. be more highly educated;
2. be more satisfied with his/her current status and activities—job, marriage, and so on;
3. be more optimistic about and have bettern plans for the future;
4. be more understanding of his/her own strengths and limitations;
5. have chosen occupations with more forethought;
6. view education as more meaningful;
7. view the counseling he/she received as positive;
8. participate in more civic and avocational activities than would the poorly schooled or poorly counseled.

Questions related to each of these by topic were:

1. Job, education, or armed forces activity and marital status (questions 1, 8, 13, 18, 19)
2. Satisfaction with activities (questions 2, 3, 9, 11, 16, 18c, 21, 31)
3. Changes in educational, vocational, marital, and armed forces activities (questions 8a, 8b, 8c, 14a, 17, 26, 31)
4. Future plans (questions 6, 7, 12, 16, 29, 31)
5. Understanding of own strengths and weaknesses (questions 4, 5, 22, 23, 27, 31)
6. Reasons for choosing an occupation (questions 14, 20c, 31)
7. Attitudes toward education (questions 19, 22, 22a, 23, 23a, 26, 29, 31)
8. Attitudes toward counseling (questions 23, 23a, 28, 31)
9. Civic participation (questions 24, 24a, 25, 26, 31)

In a major research project, *The Wisconsin Counseling Study,* John W. M. Rothney employed many of the above questions in an effort to compare the development of counseled and non-counseled students at various intervals after high school graduation. He found statistically significant differences between the groups favoring the counseled at six months, two and one-half years, and five years after graduation.

The above questionnaire consists primarily of open-ended items asking for a written response. Some people believe that check-off items are better because they are easier to answer and are less time consuming to answer. It is also suggested that people are more reluctant to respond when open-ended questionnaires are employed. Others who favor the check-off questionnaire suggest

that open-ended responses are much more difficult to code and process. None of these criticisms are entirely valid, and the mertis of open-ended questionnaires appear to more than offset any advantages of the check-off questionnaires. First of all, check-offs program the responses by not allowing for responses that the constructor did not think of. Secondly, while easier to respond to, check-offs are more difficult to construct and take up much more space. Thus four pages of open-ended questions would take about twenty pages if changed to check-off items. The psychological impact of such a "large" questionnaire often militates against response. Moreover the study becomes much more costly through increased paper, printing, and mailing charges. While processing check-offs is faster, establishing categories and coding open-ended responses is not a lengthy process (see below). The time saved in construction much more than offsets any time added to processing. Most importantly, the individualized flavor of the results from open-ended items makes the data obtained much more useful.

Frequency of Follow-Up

In addition to deciding on the format of the questionnaire, decisions have to be made on the frequency of follow-up. Having two follow-ups of each class, one at one year after graduation and one at five years after graduation, appears to be very appropriate. The one year following would allow for a picture of role change from school to work or school to further education. The five year follow-up would allow for a more longitudinal picture and pick up work progression and completion of higher education.

Conducting the Follow-Up

Master lists—Once the questionnaire has been designed the next step is to construct a master list of the names and addresses of former students to whom the questionnaire will be sent. This task is greatly simplified if students have been asked to fill out a card at the time they left school indicating an address where mail will usually reach them. This is particularly important in larger schools where it is difficult to find people who once knew them. If this hasn't been done, names can be divided among the people involved in conducting the study and addresses can be acquired from:

1. Former friends and relatives
2. Motor vehicle departments
3. The Telephone Company (libraries)
4. Area code information

Cover letters—Once a complete list of names and addresses is developed, a cover letter should be constructed. Figure 36 is an example of one such letter.

Previous research indicates that there is no benefit to typing each letter individually, thus, the letters can be duplicated. Response can be facilitated if someone who knows the individual pens a brief note on it. Once the names and notes are written in the letter, a self-addressed stamped envelope and a questionnaire should be included in each packet.

The full mailing should be done at one time. Preferably the mailing should be done on a Monday or a Tuesday because research indicates that people are more likely to respond immediately if they receive the questionnaire at the end of the week.

Figure 36

Cover Letter for Follow-Up Questionnaire

Green Valley High School
Rt. No. 1
Green Valley, Wisconsin 53000

September

Dear

It has been said that we feel the passage of time, like the flow of blood in our veins, only occasionally. But time has passed, and it has now been five years since your high school graduation. We continue to be interested in you, your current situation, your thoughts concerning your education and experiences of past years, and your hopes and plans for the future. In our continuing work with students, the research we do provides one of the few avenues whereby former students can have an impact on current school practice.

Will you please take a few minutes to complete the enclosed questionnaire and return it in the stamped, self-addressed envelope provided? Only if we hear from everyone can we get an unbiased picture of your class. Your responses are important. Do it now, so that you won't forget. We will look forward to hearing from you soon.

Sincerely yours,

John J. Jones

JJJ:tmm

Enclosure

Master list, record keeping—A master list with the names and addresses should be kept to record responses as soon as they arrive (Figure 37). Dates should be noted.

Figure 37

Follow-Up Record Sheet

Received		1st Mailing Sept. 1	Date Received	2nd Mailing Oct. 2	Date Received	3rd Mailing Oct. 16
X	Able, Richard E. 111 Wabash Way Danville, Wis. 53000	X	Sep. 10			
X	Adams, Jane A. 114 Laurel Lane Chicago, Ill. 43000	X	Sep. 4			
X	Armour, Thomas F. 214 James Court Wazoo, Mich. 63000	X		X	Oct. 7	
	Rivers, Susan G. Rt. No. 2 Penkneyville, Wisc. 53000	X		X		X

Postcard reminders—If correct addresses have been obtained 40 to 50 percent of the questionnaires should be returned within four weeks of the initial mailing. At that time a postcard reminder should be sent to the nonrespondents. Figure 38 is one example of a postcard reminder. These too can be duplicated.

Figure 38
Postcard Reminder to Non-Respondents

Dear

Just a card to remind you about filling out the questionnaire we sent. You've probably been busy and haven't got around to it. However, it is important. Your responses are the one way we have of knowing the long range adequacy of our services. So, please do it now. If you've misplaced the questionnaire, we'd be happy to send another. If there is anything you object to answering, please leave that item blank.

Respectfully,

John J. Jones

The data on which the cards were sent should also be recorded on the follow-up record sheet. This postcard reminder usually results in an additional 15 to 20 percent return within two weeks.

Second Mailing--Two weeks after the postcards are sent a second mailing should be done. A new cover letter (see Figure 39) should be included with another stamped, self-addressed envelope and questionnaire. Including a complete second packet is important because frequently the remaining non-respondents have misplaced the first one.

Getting the stragglers—Usually within two weeks after the second mailing at least half of the remaining non-respondents return completed questionnaires. At the end of this time the addresses of the remaining non-respondents should be double checked. If possible a phone call should be made to those for whom the addresses were correct. Usually their non-response is the result of merely forgetting about it rather than hostility to the process. For those who don't give immediate assurance of returning the questionnaire, it is a good procedure to attempt to obtain their responses on the phone. You should have a questionnaire handy when calling. The phone calls should also be recorded on the follow-up record sheet. If answers to questions have been obtained during the phone call this also should be noted.

In most schools long distance phone calls to non-respondents is not financially feasible. If this is the case, a second postcard reminder should be sent two weeks after the second mailing. This should also be noted on the record sheet. Four weeks after the second mailing the person responsible for the follow-up should attempt to get answers to at least some of the questions from friends or relatives of the non-respondents. The fact that these were received from secondary sources should be noted.

The procedure above, if followed, should result in at least a 95 percent rate of return. A return rate this high is necessary to obtain a valid measure of group response. While most follow-up researchers content themselves with a 60 percent return rate, several research studies have definitely shown that this is insufficient for accuracy. For instance, on a study using the above questionnaire returns were obtained from 98 percent of the subjects. The responses of the first 30 were compared with those of the last 30. The two groups differed significantly (beyond the .05 level) on every item studied. Typically the earlier respondent was more likely to be female, a homemaker, higher educated and more favorable in response than the late respondent. Thus, if a follow-up study is to be done, every effort should be made to obtain 100 percent response. Much less will result in a non-representative picture of the group being studied.

Processing Follow-Up Data

Developing coding categories for responses—The first step in analyzing the follow-up results is to establish coding categories for the responses. Where check off items have been employed these can just be listed. For example, with question number one above, "Check the one item that best describes your current status," the coding categories could just be listed and numbered:

0 No answer
1 Married
2 Full-time employed
3 Farming
4 Student
5 In Armed Forces
6 More than one
7 Other

Figure 39

Second Cover Letter

Green Valley High School
Rt. No. 1
Townline, Wisconsin 53000

October

Dear

Just a brief letter to remind you about our interest in your responses to the questionnaire we sent. You've probably been busy and haven't got around to it. Or perhaps you've misplaced it. So, we're sending another. It is important. We really need to hear from each of you if our results are to be valid. We know you are interested in improving educational practices and this is an opportunity for you to do so. We will gladly send you the results of this study.

Won't you please take the few minutes necessary to fill it out now? If there are any questions you object to answering, please leave them blank. If we don't hear from you within two weeks from the time you receive this, we will call to tell you a little more about what we're doing and will be glad to answer any objections or questions you have.

Sincerely yours,

John J. Jones

JJJ:tmm

Enclosure

For other questionnaire items categories could be devised without studying the questionnaire responses. For example, on item number two, "What is your present address?" mutually exclusive categories could be devised:

0 No answer
1 Hometown
2 Wisconsin (not hometown)
3 Midwest (not Wisconsin)
4 U.S. (other than Midwest)
5 Not U.S.

On other items each of the individual responses would have to be reviewed and categories developed based upon the answers obtained. The following response categories were developed upon reviewing responses to item number seven, "Judging from your own experience, what could schools do better to prepare young people for marriage?":

0 No answer
1 Don't know, nothing, not the job of the school
2 Teach practical skills, e.g., buying, tax preparing, etc.
3 Facilitate learning in interpersonal relationship skills
4 Role change (counteract sex role stereotyping)
5 Emphasize traditional sex roles
6 Other

Coding responses on the questionnaire—Once response categories are developed for each item (see coding for responses to sample questionnaire below), each questionnaire item on each questionnaire should be coded. The numbers can be written right on the questionnaire itself. You may wish to see how the suggested coding works with your answers. Write your answers to the questions on the first page of the questionnaire and then code them from the categories on the coding response sheet (Figure 40).

Figure 40

Coding for Responses

	Residence	1 Hometown 2 Wisconsin (not hometown) 3 Midwest (not Wisconsin) 4 U.S. (other than Midwest) 5 Not U.S.
1.	Status	1 Married 2 Full-time employment 3 Farming 4 Student 5 In Armed Forces 6 More than one 7 Other

Figure 40 (Continued)

2.	Satisfaction	0 No answer 1 Hate it 2 Don't like it but have to put up with it 3 Likes balance dislikes 4 Really like it
3.	Reason for Satisfaction or Dissatisfaction	0 No answer 1 Pay is main reason (for or against) 2 Suitability of job or present status (Job suits me, I'm fitted for job) Note: Emphasis here is personal fitness expressed in terms of subject's personality, aptitudes, etc. Unsuitability of job or present status (Job doesn't fit me, I'm not fitted for job, work isn't interesting, challenging, stimulating) 3 Satisfaction with Job or Present Status (satisfied with job, gives me what I want in life, enjoy job, interesting work, worthwhile experience) Or Unsatisfied for same reasons 4 Undesirable working conditions (Something wrong with job, petty nonsense, annoying factors) Or desirable working conditions 5 Ambivalence (sometimes like it, sometimes don't; sometimes things go well; sometimes they don't; some things I like and some things I don't) 6 Personal relationships (satisfactory or unsatisfactory) 7 Personal qualities (both positive and negative) 8 Miscellaneous and irrelevant responses (married women—comments on outside job)
4.	Successful	0 No answer 1 Not successful 2 Don't know 3 Skills (Physical—innate) 4 Personal qualities (friendly, patient) 5 Preparation 6 Suitability (easy, stimulating) 7 Motivation (likes it)

Figure 40 (Continued)

5.	Handicaps	0 No answer 1 No handicaps 2 Don't know 3 Skills 4 Personal qualities 5 Preparation 6 Suitability 7 Motivation 8 Other
6 & 7.	5 years in future	0 No answer 1 Don't know 2 Same (or same at higher level or location) 3 What in training for 4 Something different 5 If married or single women and working with or without children, a desire to be with them 6 If married woman with or without children, a desire for a career (can be now working) 7 Nonclassifiable
8a.	If married—date	0 No answer (indeterminable) 1 Not married 2 70–71–72 3 63 4 64 5 65 6 66 7 67 8 68 9 69
8b.	Number of children	0 No children 1 Number of children 2 " " 3 " " 4 " " 5 " " 6 " " 7 " " 8 " " 9 No answer
8c.	Still living with husband—wife	0 No answer 1 Yes 2 No
8d.	If not	0 No answer (inappropriate) 1 Separated 2 Divorced 3 Divorced and remarried 4 Widow or widower

Figure 40 (Continued)

9.	What could schools do better to prepare for marriage	0 No answer 1 Don't know, nothing, not job of school 2 Teach practical skills 3 Facilitate learning in interpersonal relations 4 Other 5 Role change (sex) 6 Emphasize traditional roles and values
11a.	Live over again—same	0 No answer 1 Yes 2 No 3 Undecided 4 Both yes and no
11b.	If not what	
11c.	If yes why	
12a	Looking toward future do you think things will work out well	0 No answer 1 Emphatic no 2 No 3 Neutral 4 Yes 5 Enthusiastic yes
14.	Why did you choose job you now have? (include married women)	0 No answer—not appropriate 1 Pay and extrinsic benefits, status 2 Personal and emotional satisfaction 3 Opportunity for social service 4 Best I could get 5 Geography 6 Previous training or experiences prepared for it 7 Miscellaneous and irrelevant
16.	Plan to change jobs	1 No answer 2 Not working 3 Yes 4 No 5 Undecided 6 Other
16b.	Why (job change)	1 No answer 2 Not working 3 Extrinsic 4 Intrinsic 5 Social service 6 Other

Figure 40 (Continued)

18c.	Armed Forces Satisfaction	0 No answer 1 Dislike 2 Neutral 3 Like 4 Never in 5 Irrelevant or undecipherable
19.	Training since 5 years after	0 No answer 1 Yes 2 No
20.	Degrees or Diplomas	0 None or no answer 1 Less than Bachelors 2 Bachelors or R.N. 3 Training for Masters 4 Masters 5 Training for Ph.D. 6 Ph.D. 7 Professional (law, medicine, dentistry) 8 Other training—not college
21.	Satisfaction with Training	0 No answer 1 Extremely dissatisfied 2 Dissatisfied 3 Neutral 4 Satisfied 5 Enthusiastic
22.	How high school helped	0 No answer 1 Did not help 2 Helped in *Personal Development*—Developed interests, ambition, initiative, self-confidence, learned how to study, learned how to apply self 3 *Adequate Preparation for Vocation*—scholastic, work experience 4 *Adequate Preparation for Marriage and Homemaking* 5 *Adequate Preparation for Further Education* 6 Helped in *Social Development*—learned how to get along with others, learned to grow up socially, better citizen, made friends, opportunities for extracurricular activities 7 *Values*—learned value of an education, stimulated further study, learned how to study, forced me to study, helped stimulate planning for the future, taught me how to think 8 Don't know 9 Irrelevant and miscellaneous
22b.	How high school failed	0 No answer 1 Did not fail 2 Failed in *Personal Development* 3 Failed to *Prepare for Vocation* (Inadequate vocational training, inadequate academic preparation, failed to teach application of facts)

Figure 40 (Continued)

22b.	Continued	4 Inadequate *Preparation for Marriage and Homemaking* 5 Inadequate *Preparation for Further Education* (not enough prerequisites) 6 Failed in *Social Development* (failed in helping me feel at ease when talking to people) 7 *Values*—(did not inspire, waste of time, did not force me to study, not stimulating or challenging enough, failed to teach me my responsibilities) 8 Don't know 9 Irrelevant and miscellaneous answers
23.	How counseling helped	0 No answer 1 Did not help—or can't remember any 2 *Vocational* (helped choose right occupation or vocation, channeled thinking toward right vocation or career, helped establish life goals, provided valuable work experience) 3 *Educational* (helped choose right courses, schools; helped attain better grades, decided to continue educational work beyond high school) 4 *Stimulated Planning for the Future* (developed awareness of opportunities, made me stop and think about the future) 5 *Personal* (opportunity for self-analysis, awareness of own assets and liabilities, helped with personal problems of adjustment, helped build up self-confidence) 6 *Catharsis Value* (opportunity to talk things over, good to know there was someone who was interested and to whom one could go to talk things over) 7 Received NO counseling—or too little to make a difference) 8 Prevented drop-out (kept me in school, kept me from leaving school when I wanted to quit) 9 Irrelevant and miscellaneous answers
23b.	How counseling failed	0 Did not answer 1 Did not fail 2 Failed to establish definite educational and vocational goal 3 Directed toward wrong educational or vocational goal 4 Failed to stimulate and formulate planning for the future 5 Failed to help with or solve personal problems 6 No catharsis value—not sympathetic, no opportunity to talk things over 7 Received no counseling 8 Not enough counseling 9 Irrelevant and miscellaneous answers

Figure 40 (Continued)

24.	Organizational membership	0 None 1 Number 2 " 3 " 4 " 5 " 6 " 7 " 8 " 9 No answer
24b.	Number of offices	0 None 1 Number 2 " 3 " 4 " 5 " 6 " 7 " 8 " 9 No answer
25.	Voting	0 No answer 1 Yes 2 No
25b.	Why?	0 No answer 1 Duty 2 Futile 3 Privilege 4 Skeptical 5 Affect policy 6 Unclassifiable
26.	Self improvement	0 None 1 Number 2 " 3 " 4 " 5 " 6 " 7 " 8 " 9 No answer
27.	Confidence in actions	0 No answer 1 Definite no 2 No 3 Yes and no 4 Yes 5 Enthusiastic yes

Figure 40 (Continued)

28.	Of whom help and advice sought	0 No answer 1 No one 2 Family member (not spouse) 3 Husband or wife 4 Religious advisor 5 Friends 6 Colleagues 7 Superiors 8 More than one of the above
29.	Plans for the future	0 No answer 1 Home, family, children 2 Educational 3 Vocational 4 Social, political 5 Travel 6 None or other

Tallying the findings. When the coding is completed the tally for each category should be totaled. For example, if returned questionnaires were received from a total of 67 students, 35 females and 32 males, and a comparison between males and females on item two was desired, a tally worksheet would look like the one below in Figure 41.

Figure 41

Samply Tally Sheet
Current Residence

	Females (n=35)	Males (n=32)
Hometown	11	7
Wisconsin (not hometown)	14	20
Midwest (not Wisconsin)	4	1
U.S. (other than Midwest)	4	2
Not U.S.	2	2

Constructing tables. Once tally sheets are completed these can be put into number and percentage distribution tables. Such a table constructed on the data above follows in Figure 42. In constructing the table it was important to list numbers as well as percents because the numbers were small. If this is not done percentages can often be misperceived. Also, since all of the questionnaire respondents may not respond to a particular question the number responding should be noted in the table. The percentages should be computed based upon the number (n) at the top of each column. If no response to a question is considered important, then no response should be a category on the left hand side of the table and numbers and percentages for no response should be computed.

Figure 42

Table 1

Numbers and Percentages of Former Students Residing
in the Indicated Geographic Areas Five Years After Class Graduation

Location		Females (n=35)	Males (n=32)	Total (n=67)
Hometown	N	11	7	18
	%	31.4	20.0	-26.9
State of Wisconsin	N	14	20	34
(other than hometown)	%	40.0	57.1	50.7
Midwest	N	4	1	5
(other than Wisconsin)	%	11.4	2.9	7.5
U.S.	N	4	2	6
(other than Midwest)	%	11.4	5.7	9.0
Foreign	N	2	2	4
	%	5.7	5.7	6.0

Writing the findings. If the findings are to be written, this should be done descriptively. In other words a prose version of what is contained in the tables should be written. Evaluations, conclusions or implications essentially go beyond description and perhaps are better left to group discussion and decision.

A description of the data in the previous figure (Figure 42) would read:

More than twenty-five percent of the sixty-seven 1971 graduates are still living in town. An additional fifty percent are located somewhere else in Wisconsin. Of the remainder, eleven live in other parts of the U.S. and four are living in foreign countries. More women (11) than men (7) have remained in Green Valley, but more men (27) than women live in Wisconsin (25).

Resources Needed for a Follow-Up Study

The resources needed to conduct the follow-up are primarily human. Dollar costs are required only for paper, printing and postage with the latter being the major expense. Mailing should go first class, and if the questionnaire is open-ended and photo reduced to two pages printed on both sides (four sides), each packet (cover letter, self-addressed stamped envelope and questionnaire) will require only one first class stamp. (This may vary depending on the weight of the paper used.) With multiple mailings approximate cost should be figured at the rate of 1.5 times the number of subjects times 26 cents. Added to this should be the cost of postcard reminders figured at .66 times the number of subjects times .09 cents.

Much more costly are the person hours required. However, if this is a school-wide effort duties can be divided. For schools with a course in occupations many of the duties can be performed by

students. Students could help with the questionnaire content, with the acquisition of names and addresses, with the mailing coding, and so on. If no "careers" class exists, the annual follow-up could become a project for one of the senior classes. An alternate possibility is to include conduct of the follow-up as part of summer employment for a teacher or counselor.

Interpreting and Using Group Results

Interpreting group results from a follow-up study is difficult. Essentially what emerges is a descriptive picture of the particular group studied. Making value judgments about that descriptive picture requires something against which to reference the results. For example, assume that 75 percent of those former students who held full-time jobs stated that they "really like" what they are doing. Is this a "good" percentage or a "bad" one? Unless some standards are available for comparison this type of judgment is difficult to make. Such standards could be developed arbitrarily, set *a priori,* or constructed on norms from past follow-up studies. If we know that in past follow-ups only half the former students stated that they "really liked" what they are doing, we could say that 75 percent is a "good" result. However, we would still have to look at other factors before taking credit or patting ourselves on the back. The increased satisfaction could be because of an upturn in the economy or improvement in local labor conditions. Or, it could be due to improved career counseling and placement. The problem is that we never really know. We can only make "best bets" in light of what we've done and in light of external circumstances.

While we only have "best bets" and not definitive evaluations, the results of follow-up studies can aid us in the three situations described at the beginning of this chapter. A counselor might prepare himself/herself for the onslaught of a group like the Voices of Concerned Citizens with the following:

1. The number of former students employed or in further education and training.

2. The number of young people who had remained in the community and were now wage earners, taxpayers, and participating citizens.

3. Some specific comments on the help given to students by the counseling staff. (Perhaps also some criticisms, which might indicate the lack of time the counselor has to deal with individual students.)

4. Specific suggestions by former students for the improvement of the counseling program.

These, together with a brief description of the philosophy and operation of the counseling service emphasizing the need to serve all students, might answer the proposal to make the counseling and assistant principal's position a joint operation.

Likewise, in preparation for a meeting with administrators, the counselor might point out the number of drop-outs and bring together some factual information from a follow-up of their experiences since leaving school. He/she would try to find the number who had neither found jobs nor gone on to further education or training, and he/she would try to present specific program plans for reaching the group with career counseling and placement. Again, numbers and specific examples would probably support proposals successfully.

Beyond use for evaluation or for "dealing" with others, follow-up results can provide assistance in future programming. If, for example, 20 or 30 percent of the former students stated that

training in interpersonal communication skills was one way in which schools could better prepare young people for later life, then this might be considered as a possibility for including such training in some aspect of the school's program. Or, if there had been a problem in helping young people in the community to find employment, and this had shown up in the follow-up, there would be evidence to support the request for additional staff to develop placement opportunities. A broadening of the scope of the counseling program in the light of increased opportunities would seem timely and logical.

Obviously, altering course offerings or adding staff are proposals that require considerable planning and preparation and a firm factual basis. However, unless we who are attempting to prepare young people for later life attempt to evaluate what we have done, find out the facts, and then propose improvements in the program we offer, we are remiss in our mission.

Using Individual Data

It is difficult to use group data from the follow-up to evaluate counseling and guidance services. First of all, counseling goals are process goals; and secondly, counseling is designed to serve the needs of individuals. To take cognizance of this it would seem that counseling must be evaluated on a case by case basis. Individual follow-up data can aid in this effort.

Follow-up data on the individual can be viewed as it relates to previous data on the individual. Here current activities, views, and perceptions can be compared to individual plans, activities, and services received during the school years. Thus for example, Jane's success in post-high school training and adjustment to college can be viewed in light of the assistance she received while in school.

Often the meaning we attach to or the interpretation we make of data obtained in a questionnaire changes drastically when we look at it in light of previous data. The case of Richard (Figure 43) illustrates our point.

Figure 43

RICK

Rick was a quiet skinny little guy who didn't associate with anyone or seem to want to. While scoring much higher than any of his classmates on I.Q., aptitude and achievement tests, his grades were poor. Teachers report that he never volunteered for anything and sometimes refused to speak when spoken to. They often expressed surprise when informed of his test scores.

Rick's family background was different and difficult to decipher. During the first two years of high school his family lived in a fashionable area of town. Yet on family and personal questionnaires no place of employment was listed for either of his parents. Neither parent would come to school for conferences nor would they allow anyone to make a home visit. During his junior year Rick's parents moved to the most rundown part of town.

Rick was referred to the counselor by teachers on four different occasions for various reasons. Each time the teacher did state that he/she thought Rick had personal problems. Rick was also sent to the counselor by the principal on several occasions and was called in to the counselor's office once a year as part of that counseling program's standard procedure.

Figure 43 (Continued)

During his first three years the counselor noted on each occasion that Rick refused to discuss himself or his family. However, during the third year the counselor did note that Rick "seemed to want to talk, but couldn't quite bring himself to it." Finally during his fourth year Rick opened up. The counselor learned about a very sordid and disturbing family situation which, according to Rick, led to several suicide attempts. As a result of this session the counselor worked with community authorities in getting Rick placed in a foster home. Rick was also referred to the county mental health agency for therapy.

Rick stopped by the counselor's office on a number of occasions to report on his status, and he expressed a great deal of pleasure at his new "family" situation. While his grades in school did not improve dramatically teachers did report a new responsiveness. However, Rick's therapist from the county reported that Rick was unwilling to discuss any personal matters with her.

At the end of the first semester the counselor called Rick in to discuss his post-high school plans. Rick was uncertain about what he wanted to do but did express a desire to try college. In discussing his interests Rick indicated that he liked to read novels and poetry; he also stated that English was his favorite course. Thus he and the counselor tentatively explored the possibility of a major in English and careers related to it.

The counselor proceeded to investigate financial aid possibilities for Rick and managed to assist him in gaining assistance at an excellent liberal arts college nearby. He also had an English professor friend put together a reading list for Rick and provided Rick with study skills assistance.

During his undergraduate years Rick both corresponded with the counselor and on occasion stopped in to see him. Rick's scholastic record while in undergraduate school was exceptional. Upon graduation he applied for and was admitted to one of the top universities in the East for graduate study. There Rick received his doctorate in English.

Upon graduation Rick began teaching on the university level. After several years in the East he returned to his undergraduate alma mater where he accepted a chaired professorship.

Twenty years after his high school graduation Rick was holding a chaired professorship at the college. On a twenty year follow-up study conducted by the counselor he reported satisfaction with this position and no plans to change jobs. However, when asked how the counseling he had received in high school had helped him he said it hadn't. He said, "I received no counseling, no help." He went on to say, "I believe that despite staff deficiencies at a high school obviously unconcerned about the well-being of individuals (other than the sons and daughters of VIP's) I managed to survive and go on to achieve a modicum of success by calling on personal reserves."

Rick's responses on the questions as to how counseling or other high school experiences had helped him would have to be coded negatively in a group evaluation. However, viewed in light of the data available in his school record it would be difficult to evaluate the counseling he had received as deficient or negative. On the contrary, his self confidence, reliance, and satisfaction appear to be manifestations of those skills counselors most desire to promote. One who reads through his file can't help but believe that without a concerned counselor he would not be where he is today.

The above case of Richard appears to be illustrative of the point that counseling services must most accurately be assessed on an *individual basis. While the general goals of counseling remain* constant, counseling focuses on individuals. Since individuals are unique, objectives related to the individual are also frequently unique. Evaluation in light of objectives must be done on a case by case basis for optimum results.

Case studies or case reports for evaluation purposes cannot be done on everyone—nor should they be. However, obtained follow-up data should be reviewed in light of each individual case record. Through this process the counselor can obtain feedback on procedures tried and obtain a feel for those which are fruitful. In this manner he/she can modify and update program practices.

Following Through on Follow-Up

Much has been said both in the past and recently of the counselor's need to "follow-through" with counselees after graduation. In essence what this has generally meant is that counselors have a responsibility to assist counselees beyond the boundaries of their school years. Obviously, without precedent, follow-up on follow-through would be difficult at best. An example of follow-through on follow-up is manifested through the case of Jim (Figure 44).

Figure 44

JIM

Jim was a young man who while in high school had done well academically. His parents were very strict and Jim was not allowed to do many of the things his peers were allowed to. He was not allowed out after 8:00 on school nights nor past 10:00 p.m. on weekends. This precluded his taking part in many of the normal after school activities—dances, sporting events and so on.

Despite his counselor's efforts to get his parents to "loosen-up," these rules applied even during Jim's senior year. Jim's parents were very concerned about his academic achievements. Consequently in Jim's terms "they blew a gasket" when he received a "B" grade for one six weeks period in Chemistry. It was the only "B" Jim received during high school. Neither of Jim's parents had completed high school and they were determined that Jim should not only go on to college but to the best college. They were convinced, as apparently was Jim, that he should study to be an engineer. Consequently Jim applied for and was admitted to one of the finest engineering schools in the country.

On the first year follow-up Jim reported that he had done very poorly in his first year studies. He wrote, "If I go back I'll be on final probation. I probably could make it but I just don't feel like studying anymore. There's more to life than just books." Jim also said that, "Things are pretty strained around home this summer. I'm working and going out a lot at night. I guess they still want me to stay cooped up at home. But I've had enough of that. I had a ball at school last year doing all the things I'd missed out on before and I guess I just want to continue having fun for awhile. Oh sure, I'll go back to school someday but not right away and not in engineering. I guess I'm going to have to find a good enough job to support myself because Mom and Dad will surely not help pick up the tab if I don't go back to school."

Figure 44 (Continued)

Since it was summer Jim's counselor did have time to "follow-through" with him by providing assistance in his plans. The counselor called Jim and asked him if he'd stop in when he got the chance. At first Jim was somewhat reluctant because he thought he was going to get more pressure to return to school. However, once assured that all the counselor wanted to do was to listen to his plans and help in any way he could, Jim welcomed the opportunity.

Jim came in and talked things over with the counselor. Once convinced that Jim really wanted and in Jim's terms "needed to get away from school for awhile," the counselor helped Jim line up a good paying job in a paper mill nearby. He also encouraged Jim to stop in later to talk again about his plans when he was ready to return to school. With Jim's blessing the counselor also called Jim's parents who readily consented to come in to talk over their concerns about Jim. Once resigned to the fact that Jim would not return to school that year, they agreed not to push the issue. They also agreed, contrary to what they had told Jim, to provide him with whatever financial help he needed if and when he was ready to return to school.

Six months later Jim called and told the counselor that he wanted to come in and talk over plans to return to school. He came in and after reviewing a number of factors Jim decided on trying a major in industrial arts at a state university nearby with a goal of becoming an industrial arts teacher. The counselor encouraged Jim to discuss these plans with his parents. Jim did.

On another follow-up, five years after his high school graduation, Jim reported that he had just signed his first contract to teach at a small school in the northern part of the state. He reported satisfaction with his college experiences. He said he really had a good time, "Sometimes I think I put my social life ahead of my studies, but I still did all right in any course work. My last two years my average was above a three point . . . but now I'm ready to settle down and go to work."

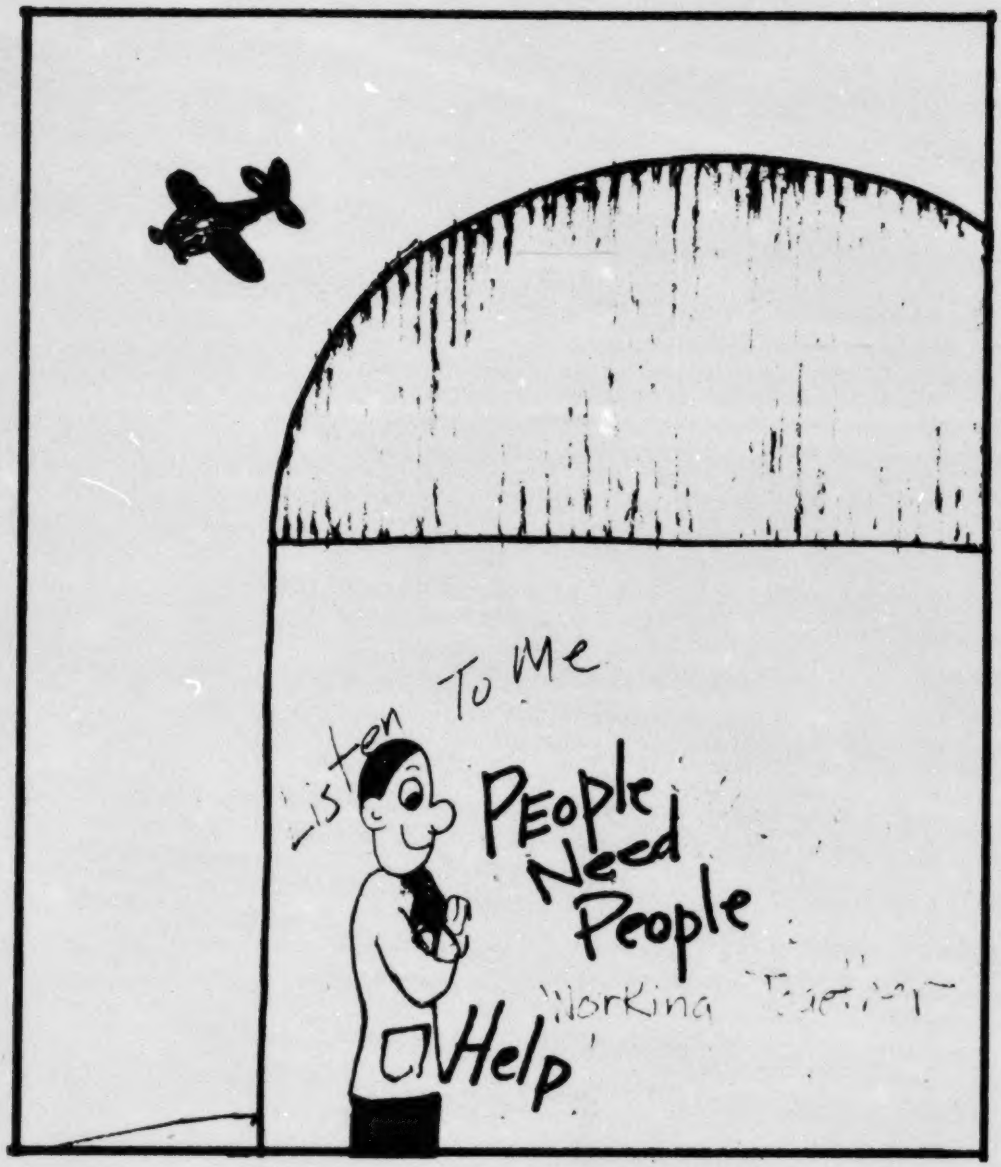
Jim's case is an example of following through on follow-up. It is apparent that the counselor in this case was able to supply Jim with needed assistance. Without the preliminary follow-up this might not have been possible. Also in this case both Jim and the counselor were fortunate that the school provided the counselor with the time and resources to engage in follow-up and follow-through. All too frequently this is not the case. In most schools counselors are so busy working with current students that follow-through with former students isn't possible. However, if counselor contracts are extended for at least two months of summer both follow-up and follow-through on individual cases is possible. Moreover this extended aspect of the program can often create extensive good will in the community towards the school.

If guidance is indeed a process concerned with facilitating development, then provisions should be made to assist the individuals being followed up. If developmental needs continue past the time when the individual leaves the school building, then counseling services also continue to be needed. These should be made available by the school to the community since the school is a community agency.

If the recent past is any indication, rapid changes will continue to occur in the American marketplace. Such changes clearly indicate a need for continued career counseling service to graduates and dropouts through adolescence and into early adulthood. This is particularly true in rural communities where often the high school counselor is the only one qualified to help.

CHAPTER VII

CONCLUSION



CHAPTER VII

A POTPOURRI OF CONCLUDING ISSUES

Can We Do It?

The most frequent question asked of us about the present program is, "Do you think counselors can do all that?"

Our response is, "No, not if the counselor must perform clerical chores, be a mini-administrator, take charge of discipline or attendance, act as an in-house substitute or any of the other things counselors seem to be asked to do all too frequently."

Nor do we believe that the counselor can operate effectively in the program we recommend if:

- social or economic conditions are adverse;
- others in the school and community are unwilling to cooperate;
- the counselor-student ratio is one to four hundred.

But we do believe that no matter what the situation, the counselor can move in the direction recommended here. All too often, if we can't do it all, we fail to even make the attempt. In this case half a loaf is better than none.

The next most frequent question asked is, "How do I try to change our programs? Where do I start?"

Our response is, "In the school, first with the principal, then with the teachers."

Enlisting Administrative Support

In essence, if a developmentally focused guidance program is to work, the cooperation of all the school services is needed. Teacher participation is crucial, but if the guidance program is to get off the ground, it must first have support from the administration. This support involves much more than mere toleration. The administrator must understand the program's objectives, realize how guidance services help young people, and encourage teachers to practice guidance principles in the classroom. More than this, the administrator must encourage his staff to participate in solving the school's problems, in formulating school policies, and in coordinating guidance services. In a well organized guidance program, teachers, counselors, and administrators work together to contribute to the development or focus of the program.

Program change or implementation of new programs must begin with administrative support. This, we believe, only comes about through a good working relationship between the counselor and

the principal. Often, counselors appear to be at odds with their principals. The sources of these conflicts are varied. Some of the conflicts perhaps stem from insufficient clarification of roles and from the fact that the counselor is attempting to perform some of the activities which historically have been associated with the principal. It used to be that if anyone got into trouble he/she went to see the principal. The counselor's activities are such that the principal can't supervise them as closely as he/she can those of the teacher. Furthermore, in trouble shooting with students, the counselor cannot say no. On the other hand, the principal must say no.

To prevent conflict with the principal, the counselor must understand the principal's perception of the role of guidance in the school and the relationship of the counselor to the program. Answers to the following questions are needed from the principal:

1. Will he/she delegate policy-making in the guidance program to a guidance committee or to the counselor, and will he/she accept policy decisions of that committee or counselor?

2. Will he/she actively participate in such a committee?

3. How does he/she view the counselor's role?

4. Does he/she see the role as administrative or as staff?

5. What is the principal's view of the counselor's role in discipline?

6. What in the principal's view are the most important emphases for the guidance program to take?

7. What is the principal's view regarding individual counseling?

8. How does the principal view the idea of the counselor utilizing school time for home and community visitation?

9. What extracurricular or co-curricular activities does the principal consider to be part of the counselor's role and function?

10. What is the principal's opinion regarding released time and other factors for individual counseling?

11. To what degree is the principal willing to accept the counselor's judgment in recommending exceptions to school policy or protocol?

While the school board is the only policy-making body in a school system, the administrative staff most often recommends policy to the board. The principal is in the position to make such suggestions at the high school level. If the principal and the committee or counselor are at odds with one another, what can be done? Should efforts be made to win the principal over? These questions, and more, require response if an effective program is to exist, for without administrative support no school program can function effectively.

Good working relationships can be built if the counselor approaches the principal with the same openness and empathy he/she utilizes in working with students. Moreover, if good personal relations eixst, principals are often eagerly receptive to suggestions for guidance programming. But too often principals are negatively disposed towards guidance services. This may either be deserved or may be the result of the counselor's failure to communicate with others about the services he/she is performing.

In enlisting the principal's support for program alteration or adaptation, the counselor must fully explain the major points of the program. Particular emphasis should be given to the developmental thrust and the cooperative nature of the proposals. The benefits both to students and the school should be identified clearly.

If the principal supports the program, the counselor should repeat the request for cooperation from other school staff. At this time he/she should also propose setting up a guidance committee as a vehicle to insure cooperation. This is a somewhat delicate matter because in asking for support for a guidance committee the counselor is concomitantly asking the principal to surrender future policy-making power. If this is granted, the counselor is in an excellent position to implement program change.

Enlisting Teacher Support

The next phase in program reorganization requires in-service training for teachers on the proposed changes. The full scope of the program should once again be outlined. The developmental focus and need for cooperation should be highlighted along with the benefits which teachers might obtain for their added efforts. Case examples are very helpful in illustrating the workings of the program. Once the program is reviewed, the need for cooperation should be reiterated. It is often helpful to have the principal introduce the proposal for a guidance committee with the authority to make program policy. This should reinforce the importance of teacher cooperation in the guidance venture and greatly assist in gaining needed support from the staff.

Once the basic elements of a developmental program have been outlined to the committee, the program should be tailored to that school and its students. The programmatic thrust must be directed to the needs of individuals. However, certain benefits result from determining common needs among students. Common needs can often be addressed through group procedures which prepare students for individual attention. Moreover, when a signficant number of individuals express a need for a particular kind of assistance, people other than the counselor can help. For example, if a number of students indicate a need for assistance in some facet of vocational planning such as entering the building trades, the industrial arts teachers might be willing to work with them. This would not relieve the counselor of responsibility for assisting these individuals, but would merely expand the individualized assistance each would receive.

Needs Assessment in Preparation for Change

To adapt career guidance to the local situation and set up policy for the day-to-day program functioning, the guidance committee needs to address three basic issues:

1. What are the expressed needs of students?

2. At what level are these needs currently being met?

3. What can be done to meet these needs better?

There are a variety of ways of obtaining answers to these questions. For example, the "systems" portion of the *Rural America Series* might be used. The procedures in the *Needs Assessment Handbook* might be employed to determine group needs, and the *Resource and Methods Assessment Handbook* might be used to determine available assets to meet identified needs. These together with follow-up procedures discussed earlier could provide data for program adoption and policy planning. However, if these are viewed as too lengthy and time consuming we advocate the following devices and procedures for obtaining basic data.

Determining student needs. Ideally and scientifically needs should be determined first by having definitive standards against which current findings can be compared. However, since people, schools, and communities are in many ways unique, scientific, universal standards do not exist. Nevertheless, students must master certain general tasks in preparation for assuming adult roles, and we can ask them if they perceive a need for assistance in these tasks.

The simplest way to obtain an indication of perceived needs is through the use of a questionnaire. The one which follows includes questions on relevant topics. Obviously, the appropriateness of this questionnaire is contingent upon the local situation (Figure 45).

Figure 45

Guidance Needs Assessment

Grade _____ Sex _____

The following questions are presented to you in order to determine the guidance needs of students in the high school. The concerns listed are common among high school students. In answering, your name is not necessary. Just try to supply the answers as openly and honestly as you can.

1a. Have you received any assistance from anyone here at school in helping you to select an occupation or vocation?

Yes ☐ No ☐

b. From whom did you receive it? _____

c. Were you satisfied with this assistance?

Yes ☐ No ☐

d. Do you want or need assistance in vocational or occupational selection?

Yes ☐ No ☐ Comment: _____

2a. Have you ever received assistance from anyone here at school in learning more about yourself (strengths, weaknesses, interests, personality)?

Yes ☐ No ☐

b. From whom did you receive assistance? _____

c. Were you satisfied with this assistance?

Yes ☐ No ☐

d. Do you want or need help in learning about yourself?

Yes ☐ No ☐

Figure 45 (Continued)

3a. Have you ever received help in planning your post-high school studies from anyone here at school?

Yes ☐ No ☐

b. From whom did you receive this help? _____

c. Were you satisfied with this assistance?

Yes ☐ No ☐

d. Do you want or need more help in planning your post-high school studies?

Yes ☐ No ☐ Comment: _____

4a. Have you ever received help in choosing the best courses for you to take during high school from anyone here at school?

Yes ☐ No ☐

b. From whom did you receive this help? _____

c. Were you satisfied with this assistance?

Yes ☐ No ☐

d. Do you need any additional assistance in educational planning?

Yes ☐ No ☐ Comment: _____

5a. Have you ever received help in those subjects with which you were having difficulty?

Yes ☐ No ☐

b. From whom did you receive help? _____

c. Were you satisfied with the assistance you received?

Yes ☐ No ☐

d. Did/do you need more help with subjects with which you are having trouble?

Yes ☐ No ☐ Comment: _____

6a. Have you ever received help or information in learning how to get along better with teachers?

Yes ☐ No ☐

Figure 45 (Continued)

b. From whom did you receive help? _____

c. Were you satisfied with the assistance you received?

Yes ☐ No ☐

d. Do you need help in getting along with teachers?

Yes ☐ No ☐ Comment: _____

7a. Have you ever received assistance or information to help you learn how to get along with friends or how to make new friends?

Yes ☐ No ☐

b. From whom did you receive assistance? _____

c. Were you satisfied with the assistance you received?

Yes ☐ No ☐

d. Do you want or need assistance in helping to learn how to get along better with friends or make new friends?

Yes ☐ No ☐ Comment: _____

8a. Have you ever received help or assistance from anyone here at school regarding improving your personal appearance?

Yes ☐ No ☐

b. From whom did you receive assistance? _____

c. Were you satisfied with the assistance? _____

d. Do you want or need assistance in improving your personal appearance?

Yes ☐ No ☐ Comment: _____

9a. Have you ever received assistance or information on improving your health from anyone here at school?

Yes ☐ No ☐

b. From whom did you receive this information or help? _____

c. Did you find this help satisfactory?

Yes ☐ No ☐

d. Do you need or want assistance or information on improving your health?

Yes ☐ No ☐ Comment: _____

Figure 45 (Continued)

10a. Have you ever received assistance from anyone here at school in selecting extracurricular activities?

Yes ☐ No ☐

b. From whom did you receive assistance? _____

c. Was this assistance or information helpful?

Yes ☐ No ☐

d. Do you want assistance or information on selecting extracurricular activities?

Yes ☐ No ☐

11a. Have you ever received information or assistance in developing vocational or recreational interests?

Yes ☐ No ☐

b. From whom did you receive this assistance? _____

c. Were you satisfied with the information or assistance you received?

Yes ☐ No ☐

d. Do you want or need information or help in developing vocational or recreational interests?

Yes ☐ No ☐ Comment: _____

12a. Have you ever received information or assistance regarding personal problems?

Yes ☐ No ☐

b. From whom did you receive this assistance? _____

c. Were you satisfied with the information or assistance you received?

Yes ☐ No ☐

d. Do you think you want or need assistance with your personal problems?

Yes ☐ No ☐ Comment: _____

13a. Have you ever received help or information in learning to get along better at home?

Yes ☐ No ☐

Figure 45 (Continued)

b. From whom did you receive assistance? _____

c. Were you satisfied with the information or assistance you received?

Yes ☐ No ☐

d. Do you want or need information or assistance on learning how to get along better at home?

Yes ☐ No ☐ Comment: _____

14a. Have you ever received information or assistance regarding problems with dating or other social concerns?

Yes ☐ No ☐

b. From whom did you receive this assistance? _____

c. Are you satisfied with the information or assistance you received?

Yes ☐ No ☐

d. Do you think you need assistance or information on dating or other social concerns?

Yes ☐ No ☐ Comment: _____

The usefulness of the results obtained from this questionnaire is contingent upon how the instrument is administered. First of all, students need a definitive explanation of the purpose behind the survey. Secondly, students need specific assurance that the results will be kept confidential. It was for this reason that no space on the instrument was allotted for their names. Only if these procedures are followed are the results likely to be useful.

If you believe the above questionnaire is inadequate for your particular school situation, we encourage you to develop your own. If the above instrument is felt to be too brief, and if time does not permit developing an instrument of your own, the *Mooney Problem Checklist* can be substituted. Again, personal confidentiality will assure the most useful results.

Determining teacher-guidance practices. In addition to determining student guidance needs we believe it's important to determine current teacher guidance practices. The following questionnaire is designed to determine the prevailing level of guidance practice and orientation among instructional staff. Obviously, the questions reflect our bias in relation to teacher practices. This questionnaire serves both as an assessment instrument and as a vehicle for stimulating further discussions among the staff (Figure 46).

While this questionnaire may garner useful data, its primary contribution will be the discussion it generates. Teachers usually raise questions about underlying assumptions. When this occurs the counselor is in a good position to proselytize about the guidance services. At such times, he/she

Figure 46

Guidance Practices in the Classroom

For each of the following questions place the correct number in the parentheses in front of each statement.

1. How well do I know the students in my classes?

   (1) All students
   (2) Most students
   (3) Some students
   (4) None or hardly any students

   ( ) I am aware of their performance in other classes.

   ( ) I am aware of their performance level on standardized achievement tests.

   ( ) I know how they performed in academic subjects in the past.

   ( ) I am aware of their future educational plans.

   ( ) I am aware of their home background.

   ( ) I know what other teachers think about them.

   ( ) I know about their study habits.

   ( ) I know who their close friends are and how well they get along with other students.

   ( ) I know their personal strengths and weaknesses, problems and frustrations.

   ( ) I know what they like or dislike.

   ( ) I know what they do when they have time to do whatever they want to do.

   ( ) I know any special conditions about their health.

2. How much or how often do I modify my teaching both in technique and subject matter in light of what I know about each of my students.

   (1) All of the time
   (2) More often than not
   (3) Some of the time
   (4) Hardly ever

   ( ) I select subject content in light of the needs, interests and past performances of the students of the class.

   ( ) I organize my subject matter in light of information I have on the home and the community.

Figure 46 (Continued)

( ) I incorporate career information as it is relevant in presentations of subject matter.

( ) I permit a great deal of choice and flexibility as a means to adapt to the needs of each student.

( ) I permit students to cooperatively select course content materials.

( ) I incorporate study skill techniques relevant to my field as part of the course.

3. How often or how much do I use my subject matter to provide special assistance to each student?

    (1) All of the time
    (2) More often than not
    (3) Sometimes
    (4) Hardly ever

( ) I include as much relevant occupational information by subject as is possible.

( ) I point out career possibilities relevant to my subject fields whenever possible.

( ) I try to help each student develop his/her unique interests and abilities.

( ) I point out whenever possible how my subject matter might relate to solving adolescent problems.

( ) I try to help each student develop improved social relationship skills.

( ) I use my subject matter as much as possible in helping students resolve problems that they may face out of school, e.g., grooming, poise, writing letters of application, and so on.

( ) I help individual students select the courses they should take in the future relevant to my subject area.

( ) I try to help students select appropriate extracurricular activities.

( ) I try to teach in such a way that individual students are encouraged or have the opportunity to make more intelligent decisions.

4. How often and how well do I try to recognize and help with personal problems?

    (1) Always
    (2) More often than not
    (3) Sometimes
    (4) Hardly ever

( ) I try to find pupils who are unhappy.

Figure 46 (Continued)

( ) I follow-up on those individuals who have poor attendance records to find out why.

( ) I follow-up on students who are late with their work to find out why.

( ) I follow-up on students who evidence lack of interest in my class to find out why.

( ) I try to find students who may have a physical condition which handicaps them in doing their course work.

( ) I follow-up on individuals who are failing or doing poorer work than they seemingly should.

( ) I follow-up on those who seem to be potential drop-outs.

( ) I encourage the quiet ones to participate in class activities.

( ) I provide activities which the less capable student can complete successfully.

( ) I show a personal interest in each student who is in trouble.

( ) I attempt to help other school staff to understand the students whom I know well.

5. Do I use the full resources of the school in working with individuals?

(1) Always
(2) More often than not
(3) Sometimes
(4) Hardly ever

( ) In working with individuals I utilize school records.

( ) In working with individuals I consult with other teachers who also have the student in class or have had the student in class.

( ) I try to get to know the parents of my students.

( ) When any student behavior is abnormal I try to find better explanations than what appears on the surface.

( ) I consult with the counselor regarding each of my students.

( ) When having problems with a student or when noticing a student with problems, I feel free to ask the counselor for assistance.

can often win guidance advocates by demonstrating how the teacher can benefit from the use of guidance records. At such times the counselor can provide teachers with information about the needs of particular students in their courses.

Program inventory. In addition to determining the needs of students, student perceptions of services offered, and current teacher guidance practices, a survey should be conducted of the current counseling program offerings. Here the practices of the counselor relative to each of the services should be reviewed or inventoried. There are a number of guidelines for conducting such an inventory. The following questions are geared toward comparing current practices with practices described for each service presented in this program (see Figure 47).

Using a time log. The above surveys may lead to results which require the counselor to justify how he/she is using time. In preparation for this, the counselor should maintain a time log of activities. An example of one such log follows (see Figure 48).

Once the time log is complete the counselor should indicate the percentage of time spent on each of the various activities. These should be examined in light of counseling program goals. While doing this the counselor should also attempt to develop proposals on how activities not related to program goals can be eliminated (see Figure 49).

Figure 47

Survey of Current Program

Nature of Counseling Program Goals and Functions

1. What are the stated goals of the C & G programs?
2. Do you agree with these goals?
3. Who determined the goals for the program?
4. What functions do you perform consistent with these goals?
5. What functions do you perform inconsistent with these goals?
6. Who or what determines what functions you perform?
7. What percentages of time do you dedicate to each of the functions you perform? Why?
8. Specifically what techniques and procedures are used to fulfill each of these functions? What is the rationale behind the selection or utilization of each of these techniques or procedures?
9. Which students receive what service? How is this determined? What is the rationale behind it?
10. How does the C & G program fit within the organizational structure of the school?
11. To what degree can you be an agent of change within a school?
12. How do you go about affecting change within the school?

Figure 47 (Continued)

13. What records do you keep? Why? Who has access to these records? What is your policy on confidentiality?

14. What evidence do you have that you accomplish program goals?

Individual Inventory

1. What appraisal techniques are employed in the Counseling and Guidance program?

2. Which of these are designed to help students think about themselves (describe who does what and how)?

3. What techniques and procedures are used to generate information usable by the counselors? How is it obtained?

4. How is information on students maintained?

5. If individual cumulative files are kept, describe the specific contents and how these contents are recorded and stored.

6. How and for what is the filed information used?

7. Who has access to the filed information?

8. Are separate records (case notes) kept of what is obtained from the counseling process?

9. How are case notes maintained and used (e.g., format)?

10. Who has access to the case notes?

11. Are there any separate notations made in the cumulative record regarding information gleaned during the counseling process?

Testing

1. What group and individual tests are used in the school? (I.Q., achievement, ability, aptitude, interest, personality)

2. How often are each of the group tests administered?

3. Who administers them?

4. Where are they administered?

5. Why are each of the tests given?

6. Who decides what tests will be used? How is this decided?

7. What is done with the results of these tests?

Figure 47 (Continued)

8. Which of them are interpreted to students? How is this done?
9. How are results communicated to staff?
10. What kinds of validity do these tests have (content, predictive, concurrent, and construct)? What are the coefficients for each of the above?

Counseling Interview Service

1. What is the counselor student ratio?
2. What percentage of students receive individual counseling? Through the interview service?
3. How is "who gets counseling" decided?
4. What kinds of individual counseling are most prevalent (e.g., educational, vocational, personal)? Why?
5. How are counseling sessions scheduled?
6. Is there any set duration for counseling sessions?
7. At what times of the day may students come for individual interview sessions?
8. Where is your office located? Is it accessible?
9. How does a student go about seeing you if he/she has a problem of immediate concern?
10. How much privacy does your office afford?
11. What is your policy on confidentiality?
12. How do you communicate this policy to students, administrators and teachers?

Coordination and Referral Service

1. Do you make use of community referral agencies?
2. Do you hold case conferences with other staff on student problems?
3. Are referrals ever made to you by teachers and administrators?
4. Do you receive feedback on a regular basis from referred agencies?
5. Do you give feedback to other staff on referrals to you?
6. Do you make an organized effort to utilize the total staff in promoting all aspects of individual development?

Figure 47 (Continued)

7. Do you have a planned approach and system for consulting with parents of students?

8. Do you have an organized program for providing in-service training to staff members on the structure and activities of the counseling and guidance program?

Information Service

1. Are up-to-date files of occupational and educational information available for student use?

2. Do teachers have files of information on occupations related to their subject matter?

3. Do you consult with teachers on occupational materials related to subject matter?

4. Do teachers take class time to provide occupational and educational information to students about their subject fields?

5. Is information available on occupations held by former students?

6. What occupational choices are most popular among your students?

7. Is definitive information available in the major employment opportunities in your vicinity?

8. What career awareness and exploration activities are a regular part of your program?

Follow-Up Service

1. Are former students regularly followed-up as part of the total school program?

2. Are follow-up results used in planning revisions to the guidance program?

3. If follow-up is done who is responsible for:

   a. the design of the follow-up instrument?

   b. conducting the study?

4. Are follow-up results communicated to all concerned (e.g., staff, students, parents, community)?

Figure 48
Time Log

Time	What Happened? Include purpose	With Whom? Include type and number						Type and Length of Activity?								Why? With which service was the activity concerned?							
		Student	Teacher	Parent	Administration	Community	Other	Conference	Interview	Phone call	Group meetings	Group guidance	Class	Desk work	Other	Individual inventory	Counseling interview	Information service	Coordination	Referral	Other a. Prog. Planning or Evaluation	b. Orientation or Enrollment	c. Staff Development
8:00																							
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Figure 49

Time Analysis

Estimate time spent on each of the following during the past school year:

A. Individual Inventory

B. Group Testing (including planning & administration)
School _____
State _____
National _____

C. Counseling Interviews

D. Information Service (include group guidance, career days and so on)

E. Coordination & Referral
Teachers _____
Parents _____
Community _____
Peers _____
In-Service _____

F. Placement

G. Research (including follow-up)

H. Administrative
Scheduling _____
Registering _____

I. Record Keeping

J. Other (list)

Planning for Change

Once the student, teacher, and current program surveys are complete the counselor should summarize each. While completing the summary he/she should compare the obtained results with the program presented earlier in this book. Out of this he/she should formulate proposals in preparation for discussion with the guidance committee.

Help from the guidance committee. A summary of the findings should be presented to the committee in order to discuss deficiencies and methods and procedures for better meeting needs. At this time the counselor can present his/her proposed changes as stimuli for the discussion. However, these should be presented as proposals and not as absolutes.

Final conclusions from the data and recommendations are the prerogative of the committee. If the counselor has properly done his/her homework many of the conclusions and recommendations will reflect the counselor's thinking. While the counselor may not be in full accord he/she must accept the committee's judgment. Any losses encountered will be more than offset by the gains made through improved teacher-counselor relationships.

When conclusions are reached and recommendations are complete, these should be discussed with the school administration. Some changes may require additional funds or new resources. Thus, administrative approval is mandatory. Once administrative approval and/or negotiation is complete the committee should present its findings to the staff as a whole. Since school-wide cooperation is critical the presentation should be made by the committee and not the counselor.

Conclusion

Reorganization and implementation of guidance programs is not an easy task. Much time and much work are required. The above proposals were presented to provide assistance. Obviously, some will not be appropriate for some schools and none may be appropriate for others. Both schools and communities, like people, are unique. Consequently, program techniques and procedures must be adapted, adopted or created in light of idiosyncratic needs.

The proposals made in the foregoing pages are only given as "best bets." They stem from our reading of literature, research, and communication with counselors working in the field. Certainly, they provide no formulas for program success. Successful school counseling, like successful teaching, ultimately rests with the counselor. Our only aim is to provide assistance in this complex, precious, and delicate task.

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APPENDICES

APPENDIX A

CONSTRUCTS IMPORTANT IN TESTING FOR GUIDANCE

Since the advent of school guidance programs, tests have been the counselor's basic technique for assessment of students. No other technique has been more abused or more criticized both from within and without the profession. Many of these criticisms of testing practices are wholly justified. But, in the final analysis, it is not the tests that should be criticized but the way in which they are used.

Counselors misuse tests by having an inadequate understanding of their function or by choosing a test with low validity for the intended purpose. To properly use tests, counselors must establish appraisal objectives and possess a thorough knowledge of the strengths and limitations of the tests available. Thus, a counselor must have a basic understanding of test constructs and an overview of the various tests available. In the words of R. B. Cattell,

> One of the comic spectacles of our generation is the rise of a body of practicing psychologists who are prepared to give momentous advice on personality and who claim and believe that theirs is a new, superior, and entirely scientific profession, but who insist at the same time that they shall not be asked to learn anything more complicated than simple addition and the drawing of test profiles and who lose patience at once with any text which attempts to disentangle the complex interaction of factors in the organic unity and developmental history of personality. They wish to direct the lives of others with almost God-like insight but without the effort of reasoning necessary even for adjusting the mechanism of a wheelbarrow.

The primary purpose of this appendix section is to provide counselors with a review of basic test constructs. It is somewhat complex. But if tests are to be helpful in counseling, at least these basics should be understood and used.

Definitions and Concepts

Tests are used in counseling to assist in understanding the behavior of particular individuals. Ultimately the aim is to understand the individual well enough so that future behavior can be predicted. In this way testing does not differ from other procedures which the counselor can and should employ. What many counselors fail to realize in using tests is that when they employ test data they are actually substituting the test author's and publisher's subjective judgment for their own.

While tests are not ultimately objective, they usually are standardized. The standardized assessment procedures in common use tend to meet the following conditions:

1. The stimuli used in the assessment process are identical for all respondents and are always presented in the same manner.

2. There are available norms so that responses can be assigned a specific place within an anticipated range.

3. There are useful personality or behavioral correlates to the reponses.

The degree to which standardized tests and assessment procedures follow these conditions varies. Most tests and inventories do present identical stimuli in the assessment process. Many, however, do not have appropriate norms. The critical question is whether there are useful personality and behavioral correlates to be observed. This third dimension really involves the usefulness of the instrument. By usefulness is meant the extent to which the testee's response will allow understanding and prediction of some non-test behaviors. A very useful instrument would be one which would yield very precise predictions about important behaviors such as success in a particular job. Usefulness is related to validity although validity is a more precise term and refers to the existence of a demonstrated relationship between certain test responses and particular non-test characteristics.

The Construction of Tests

In general there are three major approaches in the construction of tests or instruments. These are:

1. the rational, theoretical approach,

2. the empirical approach, and

3. the internal consistency approach.

A test constructed using a strictly rational approach depends upon face value or common sense. For example, a test on social adjustment might include the item "I frequently find myself worrying about whether other people like me" because it would seem reasonable to assume, on an a priori basis, that people not adjusted socially would be more likely to respond affirmatively than those who were socially adjusted. Rationally constructed tests are developed by selecting items that seem to tap the behavior in which the test constructor is interested. Usually tests having a rational approach are oriented somewhat toward a theory, and the questions are constructed to tap into concepts within that theory.

Tests that are constructed on an empirical base employ items selected on the basis of their power to discriminate between two groups of people. For example, an empirically developed mechanical aptitude test would employ items mechanics as a group would answer differently from people in the general. An inventory of neuroticism would use items neurotics would answer differently from people in general.

When a test is developed on the basis of internal consistency of items, those items which evoke intercorrelated responses are assumed to address the same variable.

There is overlap in terms of these three approaches to test development. For example, in tests based on internal consistency, the original pool of items is rationally or theoretically assembled. This is also true of the empirical approach.

Comments on Rational, Theoretical Instruments

A number of tests and instruments are rationally or theoretically developed. Questionnaires such as the Mooney Problem Check List generally fall among the rationally derived instruments. Another example of a rational instrument is the Edward Personal Preference Schedule. One which is both rational and theoretical is the Allport, Vernon, Lindsay Study of Values. Towards the theoretical end are projectives such as the Rorschach, the Thematic Apperception Test, and the Draw A Picture Technique.

A number of assumptions underlie each of the above. For example, rationally developed questionnaires employ at least three assumptions:

1. That the testee is competent to judge himself or herself with regard to the questions asked.

2. That the testee is willing to share the truth about that which he or she is assumed to be aware.

3. That the items are clear and unambiguous in their meaning.

Many views of personality would deny the validity of the first two assumptions. It is felt that people tend to hide things from themselves as a way of avoiding anxiety. Moreover, even if they were aware of the truth about themselves they would not reveal it because of the social consequences.

Regarding the clarity and unambiguity of items, one point needs to be made. Because individuals differ in terms of their experiences or personal learning history, they frequently attach different meanings to the same words. This particularly applies to such qualifying words as often, seldom, frequently, hardly ever, and so on. To demonstrate this, fill in the following brief exercise and have someone else fill out the exercise as well. Compare what you meant by what terms you selected. (See Appendix A, Figure 1.) In doing this with others it is frequently found that someone's "often" is often more "seldom" than someone else's "hardly ever." More often than not, personality assessment instruments contain qualifiers such as these.

Related to the fact that individuals attach their own individual meaning to similar stimuli, is the projective use of test stimuli. In projective assessment the major assumption is that individual differences in response to the stimuli are related to their personalities. In projectives, deliberately ambiguous stimuli are employed. An assumption undergirding this approach is that the relationship between the stimuli and the responses are known or knowable to the test developer on some rational basis. However, because these relationships are subtle, they are not readily knowable to the subject. Therefore, the subject is less likely to be defensive or to deliberately fake the item.

It can generally be concluded that tests have to be based on a rational approach in order to be valid. However, a rational basis is frequently not sufficient for validity. The strictly or primarily theoretical approaches such as projectives have been shown to be highly unreliable and therefore invalid.

Comments on the Empirical Approach

If a strictly empirical approach were employed, items would be selected strictly on a trial and error basis. For example, if we were employing the empirical approach to construct an instrument

Appendix A

Figure 1

Qualifying Words

FILL IN THE BLANKS

1. I _____ eat ice cream.	A.	Frequently
2. I _____ go to the movies.	B.	Seldom
3. I _____ drink alcoholic beverages.	C.	Sometimes
4. I _____ stay up late.	D.	Often
5. I _____ have headaches.	E.	Hardly ever
6. I _____ have heartburn.	F.	Usually
7. I _____ eat steak.	G.	(Add your own)
8. I _____ get up early.		
9. I _____ take walks.		

measuring the characteristic of dependence, the initial step would be to identify or develop an operational definition of dependence. For the purpose of this example, it will be said that dependence is the characteristic involved when people who could work choose to remain on welfare. We then obtain a group of dependent people, that is, people who are able to work but choose to remain on welfare, and a group of non-dependent people, those who choose to work. Then we assume that both groups are willing to cooperate in our test construction, and they are matched on relevant characteristics such as age, education, social economic status, and so on. We ask both groups to respond to a large number of items on the questionnaire, say five hundred. The items are selected at random from the universe of all questions that might be employed on the questionnaire. Suppose we have an item, "I like to sit and watch television." Further suppose that ninety percent of those who have chosen to remain unemployed answer this true, whereas only ten percent of those who choose to work answer it true. This difference, then, constitutes a sign for identifying dependent people. In constructing the instrument, we would go through and select out each of the items that also differentiated the groups. This would constitute our test for assessing dependence.

However, it should further be noted that if we stopped here, our device would not be sufficient. Some items, depending on what probability level we used to identify discriminating items, would

discriminate on the basis of chance alone. These items would not be "true" discriminations between the two groups. To protect against such errors, it is important that items be cross-validated. The item pool selected must be administered to other groups which are demographically and otherwise similar to the groups employed, but independent from the original groups. Thus, if the pool of items was administered to repeated groups and continued to differentiate between the groups, it could be assumed that the instrument consisted of discriminating items.

Several problems, however, accrue. The items originally selected may not be sensitive enough to pick up differences between the two groups. Furthermore, since the items were not rationally selected, they may in fact be measuring other differences than the intended ones. Later research might indicate that our dependence measure in fact measures a desire to obtain something for nothing rather than "dependence." It therefore would be of little use in identifying people who are dependent.

In the development of empirical tests or assessment procedures, almost without exception, test authors have failed to cross-validate the scales on independent samples of the criterion in normal groups. This makes their use questionable. A further problem is that the criterion groups are usually extreme examples of the behavior characteristic the test constructor is attempting to tap. Thus, a test constructor attempting to develop an instrument to identify schizophrenia would select two criterion groups, one which is made up of people obviously schizophrenic and the other made up of people obviously normal. However, when we use an instrument, we typically are interested in identifying people more in the middle of the continuum and not at the extremes.

Comments on the Internal Consistency Approach

In the internal consistency approach, a number of test items are selected to provide a relatively complete coverage of a particular behavior domain. These are administered and the responses collected. The responses are subjected to mathematical analysis in order to determine which items tend to cluster together. For example, on a true-false instrument an effort would be made to find which items predicted answers to other items. If someone answered "true" to item five, the predictability of a true on five would be examined relative to other response items. In other words, an effort would be made to determine how a testee's score on any item would to some extent predict his/her score on other items. These items would be said to have a common basis for variability. The statistical procedure for identifying clusters of items which vary together, also known as factors, is called factor analysis. The first step in doing a factor analysis is to correlate every item with every other item.

When a cluster of items is identified, it is assumed that these items are tapping the same variable. Thus, if a pool of one hundred items revealed four clusters, the factor analysis would be said to have reduced the original hundred variables to four. Once the factors are gathered statistically, the questions within a cluster are examined to find a rational meaning. Thus, the procedure for naming factors is always rational.

Even though the factor is revealed through the statistical procedure, its meaning is still not clear. One is still left to wonder whether or not factors are real traits. Furthermore, where different factor analysts have examined the same response data, there has not been agreement about the factorial composition of the same sets of data nor has there been agreement on naming factors. Thus, it is difficult to believe that there is anything real about such factors. Some researchers have argued that, instead of tapping into real personality traits, factors reflect behavioral consistencies that are constructed by observers rather than the actual consistency in a subject's behavior.

Reliability

Reliability involves whether test results can be repeated or verified. Compared with measurement of physical characteristics such as weight or height, assessment of psychological variables is rather sloppy. Moreover, in psychological measurement in contrast to physical measurement, there are not always standards against which measurements are made. For example, there is no question that a scale is appropriate for measuring weight. However, in psychological assessment, questions can be raised regarding the legitimacy of the measuring device for assessing the psychological dimension of interest. For instance, can one really measure emotion by the means through which one draws a picture or responds to colors, such as in a Rorschach? The question is, are these really legitimate measures of psychological variable in the same sense that the numbers on a scale are legitimate measures of weight?

If a measurement were completely reliable, it could be assumed that any change in the obtained result would reflect a true change in the subject under study. For example, a higher reading on the scale would be an indication of weighing more. In the psychological domain a higher score on the intelligence test would be an indication of higher intelligence. Subsumed under reliability are two terms: consistency and stability. Consistency involves the instrument-related reliability, while stability involves time-related reliability. In other words, consistency refers to agreement obtained by using two or more instruments designed to assess the same variable. For example, a measure of the reliability of one scale could be obtained by comparing its weight readings with weight readings on other scales. Ability refers to the accuracy of measurement over time. Using the scale again, a stable scale would be one which gave the same readings at different time intervals. However, if we were weighing ourselves we wouldn't know if a weight reading change was due to our weight changing or the scale being unstable.

Psychological assessment involves taking a sample of behavior at a particular time on a particular day in response to a particular set of stimuli, the responses being recorded by a particular examiner according to a particular system. Errors can occur related to each of these particulars. It is important to be able to identify how much a particular response or score is likely to fluctuate as a result of change in any one of these aspects of measurement. Unfortunately, this is rarely possible.

Errors of Measurement

Reliability is closely related to the concept "error of measurement." There are two kinds of measurement errors: (1) random errors and (2) systematic errors. Systematic errors are correctable. Random errors are those that are built into the measuring system. For example, if a scale were incorrectly set so that it always measured two pounds heavier than actual weight, this would be an example of systematic error. However, if the dial on the scale were so small that it could not be read exactly, this would be an example of random error. Another example with the scale of random error would be trying to weigh to the nearest ounce with a scale marked only in quarter pounds. Thus, random errors are inherent in the system. In contrast, the systematic errors are more identifiable and more correctable. In this regard systematic errors are the fault of the test developer or the user. A tester would be committing systematic error, for example, if he or she utilized a Stanford Binet Intelligence test in order to attempt to assess the intelligence of a person from another culture. In the case of test instruments, random errors occur due to the fact that the content of the test is but one sample of the universe of content covering the variable of concern.

Reliability associated with random error is assessed in several ways. First of all, the index of reliability is the reliability coefficient which is either the correlation between the actual test scores and the hypothetical true score or the average correlation between the actual score and all other tests measuring the same variable. There are several methods of assessing random error, among them is a statistical procedure called the Kuder Richardson Reliability Formula. Another way is by correlating odd and even items in the test known as the Split-Hals Reliability Method, and a third is done through correlating alternate forms of the same test. Another method of gaining a reliability coefficient is through the test re-test procedure with the same instrument.

Alternate form correlations and test re-test correlations are indications of more than the test consistency. For example, on a re-test using the same instrument, subjects could possibly remember items previously answered, thus increasing the correlation. In addition, conditions from one testing session to the next might change creating additional sources of systematic error. And third, the subjects might in some way change regarding that which is being measured. Each of these circumstances could have an impact on the size of the reliability coefficient.

The most important reliability coefficient in deciding whether or not to use an instrument is dependent upon what kind of error is most important to the user. If the user were more concerned with consistency, then Kuder Richardson or Split-Half is most important. If the user is more interested in the stability of the instrument then test, re-test or alternate forms are more appropriate. Both sets of data are important; test producers should provide both.

Determining the acceptable limits for reliability coefficients is done through use of the standard error of measurement. The standard error of measurement is derived directly from the reliability coefficient and the standard deviation of the obtained scores. The mathematical formula is the standard deviation times the square root of one minus r, $\sigma\sqrt{1-r}$. For example, if the counselor were applying this formula to an aptitude test which had a split-half correlation coefficient of .90, and the standard deviation were 10, then the mathematical computation would be 10 times the square root of 1 - .90. Computing this out it would be approximately 3. This means that if it were possible to administer the same test many, many times to the same individual, the obtained scores would average out to be the true score, but they would be distributed about this average with a standard deviation of three. Thus, for the individual, the obtained score in any given test administration would be within three points of the true score, about two out of three times. For example, if a testee obtained a score of 100 on our intelligence test, the chances would be two out of three that his true score would be within three points of that 100. So we could say the probability is .66 that his/her true score falls in a range between 97 and 103, or that the probability would be .95 that the testee's true score would be within 6 points of 100; that is, between 94 and 106.

Now if the reliability coefficient were only .75 instead of .90, then the standard error measurement would greatly increase. The mathematics would be 10 times the square root of 1 - .75 or 5. Thus, if the testee obtained the score of 100 on an instrument with a standard error measurement of 5, then we could say that the probability is .66 and his/her true score falls within a range between 95 and 105, or that the probability is .95 and his/her true score falls within a range of 90 to 110. This is critical because the lower the reliability coefficient the less reliable the test is as an estimate of the true degree of the characteristic possessed by the person we are attempting to measure.

Validity

The validity of a procedure is essentially the degree to which it is capable of achieving its aims. Since different procedures may have different types of aim, the approach employed to demonstrate the validity of one instrument might not be appropriate for another. Basically, there are three approaches to determine the validity of an instrument: (a) content validity, (b) predictive validity, and (c) construct validity. Related constructs which must also be considered are: (d) incremental validity, (e) hits and misses, and (f) response style and set.

A. Content Validity. Content validity encompasses a demonstration that the content of the test is representative of the behaviors in which we are interested. Thus if we, for example, wanted to develop a test of interpersonal relations we would include behavioral samples which require the testee to demonstrate behaviors characteristic of his or her responses to situational interpersonal relationship demands. If these situations were representative of interpersonal relationship situations in general we would have a valid test simply due to the fact that the content of the instrument was a representative sample of the behavior interest. However, if our purpose was to predict behavior under somewhat modified circumstances, such as interpersonal relationships under stress, then more than content validity is mandatory.

Often it is argued that inventories or instruments are valid simply if they appear to have content validity. However, it is usually the non-test or real life correlates of the responses that testees make that are of interest to counselors and these must be demonstrated. So content validity appears to be a necessary though not sufficient condition for usefulness.

B. Predictive Validity. Predictive validity encorporates the accuracy with which we can make guesses about individual characteristics. The assessment instrument is the predictor and the characteristic which we are trying to guess is the criterion. The predictive validity is given by the correlation between the predictor and the criterion. Thus, predictive validity would be the type of validity we would need if we wished to use an aptitude test score as an index of one's grade point in college.

Instruments have many different predictive validities. For example, if an aptitude instrument can be used to predict grade point in college this does not insure its validity in predicting success on the job. As a general rule, predictive validity does not of necessity involve only prediction. It can also involve post diction to an event that has previously occurred or prediction to a concurrent event.

C. Construct Validity. Where there is no single definitive or tangible criterion for that which we are trying assess, the term construct validity is employed. For instance, if we are interested in constructs or abstract terms such as introversion or ego-strength or depression, there is nothing which can be commonly accepted as a single measure of these terms. While we can show the predictive index between an I.Q. test score and achievement in school by means of a single correlation, it is far more complex and difficult to show the validity of a depression, scale relative to any other construct or concept. What is necessary is a gradual accumulation of supporting evidence from varied research arranged to demonstrate a network of relationships relevant to the construct or concept of concern. For example, regarding depression one would predict positive relationships between behaviors indicative of depression and certain scores on the measure and then demonstrate that such relationships exist. Likewise, it should be demonstrated that no relationship exists between the measure and certain characteristics that are presumed to be independent of depression. However, since there is no single coefficient that is acceptable as clearly demonstrating the construct validity of a measure, judgments about construct validity must necessarily be subjective.

D. Incremental Validity. An important concept beyond the overall validity of an instrument is its incremental validity. That is, since ultimately we are interested in predicting some aspect of behavior, what we should be interested in is the degree to which an instrument adds to predictability when grouped with other forms of assessment data. In other words, how much does an instrument add to our predictive efficiency over the information otherwise cheaply and easily available. For example, the coefficient for predicting success in college for one scholastic aptitude test may be .5, for another .4, and for past grades .6. Past grades are the best single predictor. What is important is the degree to which the administration of a particular aptitude test adds to our ability to predict over and above the .6 coefficient we can use from grades. Perhaps the instrument with the lower predictive effeciency (.4 as opposed to .5) adds more when used with grades than the instrument with the higher coefficient.

E. Hits and Misses. Usually predictive validity is given in terms of the correlation coefficient between the predictor score and the criterion. However, very often the interest of concern involves a hit or miss situation, such as whether Johnny will be able to succeed in a chosen program in college? For situations such as this, predictive validity is perhaps more appropriately expressed in terms of the percentage of times in which a prediction was correct.

In judging predictions to be correct, it is important to consider the base rate of an event. By base rate we mean the percentage of time the event occurs in the population of interest. For example, if we know from past experience that among our graduates 30 percent go on to complete college, then the base rate for college graduation is 30 percent or .30. Thus, if we were to predict college graduation from college attendance alone we would be best to predict that none of our graduates would go on to graduate from college, and we would be right 70 percent of the time and wrong 30 percent of the time. The predictive efficiency of base rates is often higher than the predictive efficiency of tests. Thus, before using a test to predict, we should first determine whether or not it will add anything to what we already know.

Lanyon and Goodstein in *Personality Assessment* show how base rate data can provide insight into the danger of using automatic cutting scores on tests without consideration of the uniqueness of a population. For example, on the Minnesota Multiphasic Personality Inventory a score of 70 on the Sc. or Schizophrenic Scale is utilized to diagnose schizophrenia. If this test were to be given to apparently normal college students its use for such a diagnosis would be total inappropriate. First of all, if you knew from past experience that 1 percent of total college population, all of whom were thought to be normal, were in fact schizophrenic and you used a cutting score of 70 in an effort to identify those schizophrenics, the instrument would diagnosis 2.6 percent of the students as schizophrenic. Of that 2.6 percent, .6 percent would actually be schizophrenic, 2 percent would not be. In other words—most of the students scoring 70 or above would not be schizophrenic. Therefore, the test would be a failure in its function for it would point out or identify a great number of false positives. The M.M.P.I. and most other tests fail when used with a population for which they were not designed.

F. Response Style and Response Set. Frequently, responses on personality assessment instruments are influenced by other factors than the personality of the individual testee. Responses can be influenced by response style or by response set. Response style involves distortion in a particular direction regardless of the content of the stimulus. For example, pick one of the four numbers listed below:

1, 2, 3, 4.

You probably picked 3, most people do. This is an example of the influence of response style. Impact of response style becomes more pronounced as the content of the instrument or items becomes more ambiguous. Response set involves the individual's conscious or unconscious efforts to answer in such a way as to produce a certain picture of self. In contrast with response style, distortion through response set is largely a function of item content. That is, the less ambiguous the item the more susceptible it is to error through response set.

The impact of response style can be reduced if instruments are properly constructed. There should be a comparable number of items that are true and false and a comparable number of items which employ the full range of distractors. Lanyon and Goodstein also encourage test constructors to integrate the "cannot say" and "uncertain" responses directly into the scoring scheme.

Regarding response set, there is a tendency for people to slant responses to items in a socially desirable way. Lanyon and Goodstein note that research suggests that individuals whose own social behavior is not socially desirable will be less influenced by the social desirability characteristic of an item than will a person whose behavior is more socially desirable. They go on to note than the most important criticism of psychopathological behavior is its social undesirability. Normal people ordinarily behave in normal ways or in socially desirable ways. This in fact is what is meant by normal. Moreover social undesirability is perhaps the most important indication of psychopathology. Faking a personality assessment instrument by presenting oneself in a favorable light is not as important a criterion of such instruments as was once thought to be. Projective techniques are one method through which psychologists have attempted to get around response set or the person's desire to present himself in a very favorable light. However, recent research indicates that projectives, paper and pencil, and other types of assessment procedures can be faked. In the research on projectives it has been found somewhat easier to deliberately fake bad than deliberately fake good responses.

Summary

The foregoing test constructs were presented only for the purposes of review. Counselors who are convinced of the value of tests for getting to know individuals should review at least one among the following:

Essentials of Psychological Testing – Lee J. Cronbach

Using Tests in Counseling – Leo Goldman

Appraising Vocational Fitness by Means of Psychological Tests – Donald E. Super and John O. Crites

Before using any tests the counselor should first ask:

1. What do I hope to learn from this test?
2. Can I learn it more easily in another way?
3. Does information already exist in another form?
4. Does the test have validity for the purpose I want to use it?

5. How will I interpret results to others?

6. What dangers exist if other misinterpret the results?

The American Psychological Association provides an excellent guide to technically reviewing tests for validity. Hopefully counselors using tests will first employ a procedure such as theirs before selecting a particular test.

APPENDIX B

CRITERIA FOR CLASSIFYING OCCUPATIONS

Classification of Occupations

Classification by primary focus of activity: Groups

I. *Service.* These occupations are primarily concerned with serving and attending to the personal tastes, needs, and welfare of other persons. Included are occupations in guidance, social work, domestic and protective services.

II. *Business Contact.* These occupations are primarily concerned with the face-to-face sale of commodities, investments, real estate, and services. Also included are such occupations as demonstrators, auctioneers, and some kinds of agents. A distinction is made in sales occupations between those in which the job is personal persuasion, which belong here, and those in which the selling is routine, and the person-to-person relation relatively unimportant, which belong in Group III.

III. These are the *managerial and white collar jobs* in business, industry, and government, the occupations concerned primarily with the organization and efficient functioning of commercial enterprises and of government activities.

IV. *Technology.* This group includes occupations concerned with the production, maintenance, and transportation of commodities and utilities.

V. *Outdoor.* This group includes agricultural, fishery, forestry, mining, and kindred occupations: occupations primarily concerned with the cultivation, preservation, and gathering of natural resources.

VI. *Science.* These are the occupations primarily concerned with scientific theory and its application under specified circumstances, other than technology.

VII. *General Cultural.* These occupations are primarily concerned with the preservation and transmission of the general cultural heritage: education, jurisprudence, the ministry, journalism, etc. All elementary and high school teachers are included in this group. At higher levels teachers are placed in the appropriate subject matter groups, e.g., Science, Business, etc.

VIII. *Arts and Entertainment.* These occupations include those primarily concerned with the use of special skills in the creative arts and in the field of entertainment (including sports). Both creators and performers are included.

Classification by Level of Function

This classification is based upon degrees of responsibility, capacity, and skill. It should be noted that these are not exactly correlated. Whenever there are marked differences, level of responsibility is considered primary. By level of responsibility is meant not only the number and difficulty of the decision to be made but also how many different kinds of problems must be decided. This is an aspect that has not been much considered, yet in terms of the meaning and value of the occupation to the individual it is of the utmost importance.

1. *Professional and Managerial 1:* Independent Responsibility. This level includes not only the innovators and creators but also the top managerial and administrative people, as well as those professional persons who have independent responsibility in important respects. For occupations at this level there is generally no higher authority, except the social group. Several criteria are suggested:

   a. Important, independent, and varied-responsibilities.

   b. Policy-making.

   c. Education: When high-level education is relevant (it is not required in the creative arts, for example, or a necessity for dictators, or even for our own high government officials) it is at the doctoral level or equivalent.

2. *Professional and Managerial 2:* The distinction between this level and the first level is primarily one of degree. Genuine autonomy may be present but with narrower or less significant responsibilities than in Level 1. Suggested criteria are:

   a. Medium-level responsibilities, for self and others, both with regard to importance and variety.

   b. Policy interpretation.

   c. Education at or above the bachelor level, but below the doctorate or its equivalent.

3. *Semi-Professional and Small Business.* The criteria suggested here are:

   a. Low-level responsibility for others.

   b. Application of policy, or determination for self only (as in managing a small business).

4. *Skilled.* This and the following levels are classical subdivisions. Skilled occupations require apprenticeship or other special training or experience.

5. *Semi-Skilled.* These occupations require some training and experience but markedly less than the occupations in Level 4. In addition, there is much less autonomy and initiative permitted in these occupations.

6. *Unskilled.* These occupations require no special training or education and not much more ability than is needed to follow simple directions and to engage in simple repetitive actions. At this level, group differentiation depends primarily upon the occupational setting.

From Anne Roe, "Perspectives are Vocational Development" in *Perspectives on Vocational Development,* Whitely & Resnikoff, eds. Washington, D.C.: APCA, 1972.

APPENDIX C

OCCUPATIONAL CHECKLIST

Future Prospects

Are workers in demand today? Give evidence. Is employment expected to increase or decrease? Much or little? Why?

Nature of the Work

Begin by quoting the *Dictionary of Occupational Titles,* if its definition seems appropriate. Supplement this, if necessary, by more detail on divisions of the work: other occupations with which it may be combined; tools, machines, and materials used, etc. Be sure to state as clearly as you can just what the worker does, for example, "opens letters, reads and sorts mail, takes dictation, transcribes letters, answers the telephone. . . ."

Check your description of the work against the following list of words to see if you have told all that you should. Must the worker:

Walk	Turn	Push
Jump	Stoop	Pull
Run	Crouch	Handle
Balance	Sit	Finger
Climb	Reach	Feel
Crawl	Lift	Talk
Kneel	Carry	Hear
Stand	Throw	See

Is the work done inside, outside, or both? Is it done under abnormal conditions of high, low, or changing temperature? Is the place of work likely to be dry, humid, wet, dusty, dirty, noisy, cramped, inadequately lighted or ventilated, malodorous? Is the work done with others, around others or alone?

Qualifications

Age. What are the upper and lower age limits for entrance and retirement?

From Robert Hoppock, *Occupational Information,* New York: McGraw-Hill, 1976.

Sex. Is this predominantly a male or female occupation? Are there reasonable opportunities for both? Is there any more active demand for one than for the other?

Height and weight. Are there any minimum or maximum requirements? What are they?

Other physical requirements. Are there any other measurable physical requirements, 20/20 vision, freedom from color-blindness, average or superior hearing, physical strength, etc.? Be specific. Don't generalize about "good health" and other desirable qualities needed in all occupations.

Aptitudes. Has there been any research on aptitudes required, e.g., minimum or maximum intelligence quotient, percentile rank on the Minnesota Clerical Test, etc.? If the Strong Vocational Interest Blank for men or women has a scoring key on this occupation, mention it.

Tools and equipment. Must these be supplied by the worker at his own expense, as a physician must equip his office? What is the average cost?

Legal requirements. Is a license or certificate required? Where and how does one get a statement of the requirements? In general, what are they?

Unions

Is the closed shop common or predominant? If so, what are the requirements for entrance to the union? Initiation fees? Dues? Does the union limit the number admitted?

Discrimination

Do employers, unions, or training institutions discriminate against Negroes, Jews, others? What is the evidence? If you find unsupported assertions of discrimination and similarly unsupported denials, say "It has been both asserted and denied that. . . ."

Preparation

Distinguish clearly between what is desirable and what is indispensable.

How much and what kind of preparation is required to meet legal requirements and employers' standards?

How long does it take? What does it cost? What does it include?

Where can one get a list of approved schools?

What kind of high school or college program should precede entrance into the professional school? What subjects must or should be chosen?

What provisions, if any, are made for apprenticeship or other training on the job?

Is experience of some kind prerequisite to entrance? Describe.

Entrance

How does one get his first job? By taking an examination? By applying to employers? By joining a union? By registering with employment agencies? By saving to acquire capital and opening his own business? How much capital is required?

State types of places in which the worker may find employment.

Advancement

What proportion of workers advance? To what? After how long and after what additional preparation or experience?

What are the related occupations to which this may lead, if any?

Earnings

What are the most dependable average figures you can find on earnings by week, month, or year?

What is the range of the middle 50 percent?

Pay most attention to beginning wages and average wages of all workers. Avoid misleading emphasis on the exceptional worker who is highly paid.

Include extra earnings from tips, commissions, free board and room, expense allowances for auto, travel, etc. Mention deductions for uniforms, union dues, pension and insurance plans, etc.

Are earnings higher or lower in certain parts of the U.S. or in certain branches of the occupation?

Number and Distribution of Workers

According to the United States census how many were employed at this occupation? Avoid *labor force* figures: get the number employed. Divide the total population of the United States by the number employed, to show how many persons there were in the total population to each one in this occupation.

How many men? Women? Negroes? Of other races?

If there are any better figures than those in the census, use them and state the source.

Are the workers evenly distributed over the United States in proportion to population, or concentrated in certain areas? Where? Why?

Can a person practice this occupation anywhere that he may wish to live?

Do conditions in small towns and rural areas differ materially from those in urban centers? How?

Advantages and Disadvantages

Here list what workers say they like best and dislike most about their jobs.

Are hours regular or irregular, long or short? Is there frequent overtime or night work? Sunday and holiday work?

What about vacations?

Is employment steady, seasonal, or irregular? Does one earn more or less with advancing age, e.g., professional athletes? Is the working lifetime shorter than average, e.g., movie stars?

Are the skills acquired transferable to other occupations?

Is the work hazardous? What about accidents, occupational diseases?

Is the worker exposed to:

Vibrations
Mechanical hazards
Moving objects
High places
Danger of burns
Electrical hazards
Explosives
Radiant energy
Toxic conditions

In comparison with other occupations requiring about the same level of ability and training, in what ways is this one more or less attractive?

Include here anything important not covered under other headings.

Related Occupations

What are the related occupations which might prove acceptable to the person who thought he wanted to enter this one but who finds either himself or the occupation lacking something?

Sources of Further Information

Names and addresses of major professional associations and other organizations from which you get helpful information.

Bibliography

Best references for further reading. Annotate each one. Arrange in order of merit.

APPENDIX D

DECIDING

1. Duties. List here all the things you would have to do in this occupation that you think you could do well AND enjoy doing.

_____ _____

_____ _____

_____ _____

2. List here all the things you would have to do in this occupation that you think you could not do well OR that you would dislike doing.

_____ _____

_____ _____

_____ _____

3. Physical requirements. List here any physical requirements that you must meet in order to enter this occupation, for example, height, weight, 20/20 vision, freedom from color blindness, etc.

_____ _____

_____ _____

_____ _____

4. List here any of these requirements that you think you might find it hard to meet.

_____ _____

_____ _____

_____ _____

From Robert Hoppock, *Occupational Information,* New York: McGraw-Hill, 1976.

5. Aptitudes. List here any aptitudes in which you must be better than average, in order to do satisfactory work in this occupation, or to get the training necessary to enter it, for example, mechanical aptitude, clerical aptitude, scholastic aptitude, finger dexterity, pitch discrimination, reaction time, etc.

_____ _____

_____ _____

_____ _____

6. List here the names of any tests you have taken to measure these aptitudes and the results of the tests, and any other evidence of the aptitudes you possess. List also the results of any tests you have taken to measure your interest in this occupation, and any other evidence of your interest in it.

_____ _____

_____ _____

_____ _____

7. Preparation. List here the number of years of high school and college training that you would have to have to enter this occupation.

High school _____ College _____

8. List here the number of years of high school and college training that you think you have the ability, the money, and the desire to get.

High school _____ College _____

9. Earnings. List here how much money you think you could earn in this occupation.

First year $ _____

After five years $ _____

After ten years $ _____

10. List here how much money you think you would have to earn, in order to feel that you were doing about as well as you have a right to expect.

First year $ _____

After five years $ _____

After ten years $ _____

11. Other requirements. List here any other requirements that you must meet in order to enter this occupation, for example, license requirements, examinations, union membership, etc.

_____ _____

_____ _____

_____ _____

12. List here any of these requirements that you think you might find it hard to meet.

_____ _____

_____ _____

_____ _____

13. Number of jobs. List here how many persons are employed in this occupation in the community in which you wish to work.

_____

14. List here the best estimate you can get of how many jobs in this occupation become vacant each year, in the community in which you wish to work.

_____

Job satisfaction. Ask several persons now working in this occupation what they like best and dislike most about it.

15. List here the things that most of them say they like most.

_____ _____

_____ _____

_____ _____

16. List here the things that most of them say they dislike most.

_____ _____

_____ _____

_____ _____

17. Miscellaneous. List here any other reasons why you think this would be a good occupation for you to enter.

_____ _____

_____ _____

18. List here any other reasons why you think this would NOT be a good occupation for you to enter.

_____ _____

_____ _____

_____ _____

Summary

Go back over the things you have written on the preceding pages and:

19. List here the most important reasons why you think this would be a good occupation for you to enter.

_____ _____

_____ _____

_____ _____

20. List here the most important reasons why you think this would NOT be a good occupation for you to enter.

_____ _____

_____ _____

_____ _____

21. Tentative decision. If you had to decide today whether or not to enter this occupation, what would you decide, and why?

CREDIBILITY REVIEW PANEL MEMBERS

This rural school career guidance project represents an effort to build upon the unique strengths of the rural setting and to overcome the problems faced by educators, parents, employers, and students in rural schools and communities. The use of local credibility review panels was designed to provide an assessment of the relevance and feasibility of the ruralized processes and products generated as a result of this project. Individuals representing educators, students, parents, and employers were organized into fifteen review teams across the states of Michigan, Wisconsin, and Ohio. The following individuals gave freely of their time and competencies over a year's period to increase the effectiveness of our efforts.

MICHIGAN

Kenneth Groh, Administrator, Powers
Dennis Stanek, Administrator, Rapid River
Bill Wininger, Administrator, Republic
Dave Gallinetti, Administrator, Republic
Peter Rigoni, Administrator, White Pine
Earl Eliason, Teacher, Champion
Dave Morin, Teacher, White Pine
Ray Pomroy, Counselor, Laurium
Barbara Stebler, Counselor, Hubbell
John Peterson, Counselor, Gladstone
Charles Kalhoefer, Counselor, Stephenson
Bonnie Hansen, Counselor, Powers
Michael Meldrum, Counselor, Marquette
Kenneth C. Ivio, Counselor, White Pine
David Hooker, Student, Ahmeek
Matt Amann, Student, Gladstone
Theresa Lepthien, Student, Escanaba
Keith Johnson, Student, Republic
Reata Mayo, Student, Republic
Anita Niemi, Student, Republic
Craig L. Kinnunen, Student, White Pine
Cynthia Mayfield, Student, White Pine
Edith Jenich, Community Rep., Laurium
Roy Swanson, Community Rep., Escanaba
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